



WESLEYAN

Catalogue
Undergraduate and Graduate Programs
2014-2015

Wesleyan College
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Institutional Statement

Wesleyan College complies with the Family Educational Rights and Privacy Act of 1974, as Amended. The Registrar should be consulted for details and procedures.

Every effort is made to insure the accuracy of information presented in this catalogue. The contents should be considered advisory only and not regarded as an irrevocable contract. The College reserves the right to alter or change requirements, fees, course offerings, or other specified policies at any time.

Faculty advisors are available to assist the student in the arrangement of her program, but responsibility for acquainting herself with regulations and fulfilling all requirements for degrees rests with the individual student.

Non-Discrimination Policy

Wesleyan College is committed to maintaining a diverse, academically talented, and well-rounded community of learners in an atmosphere of mutual respect and appreciation of differences.

Wesleyan College, as an undergraduate educational institution for women, admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students at the College without regard to race, color, national and ethnic origin, age, religion, creed, sexual orientation, disability, or marital status. The College does not discriminate on the basis of sex against its students in the administration of its educational programs or activities, scholarship and loan programs, and athletic and other College administered programs.

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at Wesleyan will be based on merit, qualifications, and abilities. Wesleyan does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, or any other characteristic protected by law.

Wesleyan will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of the College's educational programs or activities and employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

Accreditations and Memberships

Wesleyan is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), 1866 Southern Lane, Decatur, GA 30033-4097 Phone: (404) 679-4501 to award the baccalaureate degree, the Master of Education (Early Childhood), and the Master of Business Administration. Wesleyan is also accredited by the National Association of Schools of Music (NASM) and the Georgia Professional Standards Commission and holds membership in the following:

- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- Campus Compact
- The Council of Independent Colleges

- Georgia Association of Independent Colleges of Teacher Education
- Georgia Association of Teacher Education
- Georgia Collegiate Honors Council
- Georgia Independent Colleges Association
- National Association of Independent Colleges and Universities
- National Association of Schools and Colleges of the United Methodist Church
- National Collegiate Athletic Association
- National Collegiate Honors Council
- Public Leadership Education Network
- Southern Regional Honors Council
- Tuition Exchange Program of the Council of Independent Colleges
- University Senate of the United Methodist Church
- Women's College Coalition

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Undergraduate College Calendar 2014-2015*

FALL SEMESTER 2014			
Term code	Regular Term	Split Term A	Split Term B
Dates	Aug 20 - Dec 17	Aug 20 - Oct 10	Oct 15 - Dec 17
First day of class	Aug 20	Aug 20	Oct 15
Drop/Take period; CR/NC grade option	Aug 20-26	Aug 20-26	Oct 15-17
Holiday - no classes	Sep 1, Oct 13-14, Nov 26-28	Sep 1	Nov 26-28
Mid-semester date	Oct 10	Sep 12	Nov 14
Last day to withdraw	Oct 31	Sep 22	Nov 24
Last class day	Dec 10	Oct 10	Dec 17
Reading day	Dec 11	-	Dec 11
Final exams	Dec 12-17	Last scheduled class day	Last scheduled class day
Grades due	Dec 17	Oct 15	Dec 17

SPRING SEMESTER 2015			
Term code	Regular Term	Split Term A	Split Term B
Dates	January 7 - May 6	January 7 - February 27	March 10 - May 6
First day of class	Jan 7	Jan 7	Mar 10
Drop/Take period; CR/NC grade option	Jan 7-13	Jan 7-13	March 10-12
Holiday - no classes	Jan 19, Mar 2-6, Apr 3	Jan 19	Apr 3
Mid-semester date	Feb 27	Jan 30	Apr 6
Last day to withdraw	Mar 27	Feb 9	Apr 14
Last class day	Apr 29	Feb 27	May 6
Reading day	Apr 30	-	Apr 30
Final exams	May 1 - 6	Last scheduled class day	Last scheduled class day
Grades due	24 hrs after exam for SR; or May 13 for all other students	Mar 4	24 hrs after exam for SR; or May 13 for all other students

SUMMER SEMESTER 2015			
Term code	Term I	Term II	Term III
Dates	May 11 - June 5	May 11 - June 19	June 8 - July 3
First day of class	May 11	May 11	Jun 8
Drop/Take period; CR/NC grade option	May 11-May 12	May 11-May 12	June 8-June 9
Holiday - no classes	May 25	May 25	-
Mid-semester date	May 20	May 27	Jun 15
Last day to withdraw	May 26	Jun 4	Jun 23
Last class day	Jun 5	Jun 19	Jul 3
Final exams	Last scheduled class day	Last scheduled class day	Last scheduled class day
Grades due	Jun 10	Jun 24	Jul 8

Term code	Term IV	Term V	Term VI
Dates	June 8 - July 17	June 22 - July 31	July 27 - Aug 14
First day of class	Jun 8	Jun 22	Jul 27
Drop/Take period; CR/NC grade option	Jun 8-Jun 9	Jun 22-Jun 23	Jul 27-Jul 28
Holiday - no classes	Jul 4	Jul 4	-
Mid-semester date	Jun 22	Jul 8	Aug 1
Last day to withdraw	Jul 2	Jul 16	Aug 7
Last class day	Jul 17	Jul 31	Aug 14
Final exams	Last scheduled class day	Last scheduled class day	Last scheduled class day
Grades due	Jul 22	Aug 5	Aug 17

**Some academic programs of the College observe a different calendar. Direct questions about the calendar to the Registrar's Office. Calendars are subject to change.*

Wesleyan College Mission Statement and History

Wesleyan College, a four-year national liberal arts college for women, is a leader and innovator in women's education. The first college in the world chartered to grant degrees to women, Wesleyan took its mission of educating women seriously in 1836, and the College continues to take its mission seriously today. It continues to maintain high standards of academic excellence and to encourage the intellectual growth of its students. Wesleyan is committed to the goals of educating women to understand and appreciate the liberal and fine arts and preparing them for careers and a lifetime of learning.

Vision. Forever first for women's education-striving for excellence, grounded in faith, and engaged in service to the world.

Mission. Founded in 1836 as the first college in the world for women, Wesleyan College offers an education that leads to lifelong intellectual, personal, and professional growth. Our academic community attracts those with a passion for learning and making a difference. The Wesleyan experience has four cornerstones.

Academics: Wesleyan is committed to academic excellence in the liberal arts, the fine arts, and professional fields of study and to close relationships among faculty and students.

Women: Wesleyan takes seriously its role as a pioneer in women's education and seeks to provide scholarship, leadership, and service opportunities through which women will be challenged to accomplish ambitious goals.

Faith: Wesleyan is proud of its long relationship with the United Methodist Church. We respect other traditions and remain committed to the Judeo-Christian ethic, believing that a firm grasp of enduring human values is basic to the Wesleyan way of learning, living, and service.

Community: Wesleyan values each member of its community as an individual and in relationship to the whole. We work together in service to the larger community that surrounds us.

Values. We believe that real education is a lifelong endeavor, fueled by curiosity, challenge, and discovery. Providing a solid foundation for a lifetime of learning and growth, the Wesleyan experience is based upon these shared values that guide us daily:

- Academic excellence and critical thinking
- Personal honesty, civility, and integrity
- Pride in teaching, learning, and working together
- Belief in the arts as integral to a fully realized life
- Spirituality in the search for purpose and understanding
- Responsible citizenship and ethical leadership in service to others
- Respect for diversity among people, religions, and cultures as a powerful force for understanding, innovation, and social justice
- Recognition of the impact of the individual and the strength of the team
- Appreciation for our history and traditions
- Laughter, humor, and joyful enthusiasm for life.

A Wesleyan Education. At Wesleyan, we believe that a liberal arts education is the best education for life. A Wesleyan education offers students exposure to the full range of human knowledge, assists them in developing skills in critical thinking and analysis, encourages them to question and explore the issues that affect their lives and futures, and challenges them to discover who they are in light of the rapidly changing world around them. In a world where career changes have become the norm rather than the exception, a liberal arts education provides a broad basis that will apply to any career decision. As a result, students are prepared both for life-long learning and for the career shifts that inevitably attend their progress toward success.

A Wesleyan education is structured to ensure that students have personal interaction with the faculty both inside and outside the classroom. Wesleyan's faculty, an impressive percent of whom have earned the highest degree in their field, remain current in their fields by publishing books and articles and presenting papers at professional meetings. An undergraduate student-to-faculty ratio of 10:1 ensures that students are known by more than a grade or a number. Faculty and students know each other as individuals and make up a genuine learning community. Faculty members also serve as academic advisors and work carefully with individual students to plan their academic programs.

Wesleyan is taking the lead nationally in integrating the curricular and extracurricular life of the campus. Programming in the residence halls often extends the classroom, expanding on issues raised in courses. Model community service programs such as Aunt Maggie's Kitchen Table extend the classroom into the community. Wesleyan is committed, in the curriculum and in student life, to fulfilling its special mission as a women's college.

Another innovation that Wesleyan has pioneered to assist students in combining a liberal arts education with preparation for a career is the internship program. The internship program, a partnership of the College and the local business community, enables students to begin to explore the world of work as early as second semester of their first year. Students can pursue internships in different fields, and many go directly into jobs with their sponsoring organizations after graduation.

History of the College. Founded in 1836 as the Georgia Female College, Wesleyan was at first a joint effort of a group of Macon citizens and members of the Georgia Conference of the Methodist Episcopal Church. In 1843, the Georgia Conference assumed responsibility for the College. The College was renamed Wesleyan Female College in 1844 and Wesleyan continues its affiliation with the United Methodist Church today.

When Wesleyan was founded, the idea of educating women was very new. It had taken almost two hundred years from the time that Harvard granted the first baccalaureate degrees to men in this country for any institution to offer the same privilege to women. Wesleyan's original program was a rigorous four-year classical curriculum, very similar to the curriculum being offered by the men's colleges of those times. In addition, however, it stressed, from the beginning, the exercise of judgment, discrimination, and analytical thinking. And most innovatively of all, it emphasized the importance of scientific as well as classical learning.

Over the years, Wesleyan has continued to lead the way in women's education. In 1840, we awarded the first baccalaureate degrees given to women anywhere in the world. We are also home of the world's first alumnae association. Wesleyan is the birthplace of two national sororities, *Alpha Delta Pi* in 1851, and *Phi Mu* in 1852. In the late nineteenth century, we added a strong emphasis in the fine arts to our classical and scientific curriculum. We are continuing to strengthen our preparation for careers in biological and physical sciences.

Looking to the Future. For decades, Wesleyan has been a pioneer in developing innovative academic programs such as the academic First-Year Seminar and the Senior Integrative Experience. These are but two facets of a student-centered, process-oriented general education curriculum with integrative components of the curriculum connected to each academic major. Wesleyan is taking the lead in interdisciplinary education, designing courses and faculty positions that bridge the various fields of knowledge. Wesleyan faculty and staff continue to develop infrastructure and pedagogy to enhance teaching and learning through technology. From their creative use of well-equipped classrooms and state-of-the-art laboratories to Jenzabar's Learning Management System for online teaching and learning, faculty design learning experiences that are engaging, meaningful, and relevant for lifelong learning.

Meet The Faculty

Ruth A. Knox President of the College. B.A. (English) Wesleyan College 1975; J.D., The University of Georgia School of Law 1978. During my twenty-five years as a practicing attorney, I was involved in real estate transactions, estate planning for individuals and families, contract negotiations, advising small businesses, and volunteering with several institutions, including the Alumnae Association and Board of Trustees of Wesleyan. My primary interest now is in making possible the highest quality college experience for each of our students. In 2007, Wesleyan formalized our intention to "go green" when I signed the American College & University Presidents Climate Change Commitment. Since then we have focused on developing and implementing a comprehensive Climate Action Plan with the ultimate goal of achieving a carbon neutral campus. The recent LEED-certified Gold level renovation of Taylor Hall and our ongoing efforts to improve our Arboretum reflect our commitment to environmental responsibility in every aspect of campus life. Tate 102. rknox@wesleyancollege.edu

Fine Arts Division: Michael McGhee, Division Chair

Departments: Art; Music; Theatre

Interdisciplinary Programs: Advertising and Marketing Communication

Academic Majors: Advertising and Marketing Communication; Art History; Studio Art; Music; Theatre

Academic Minors: Art History; Studio Art; Music; Photography; Theatre

Dennis Applebee Professor of Art; Program Director, Advertising and Marketing Communication. B.F.A. (Printmaking) Illinois State University 1996; M.F.A. (Printmaking) Ohio State University 1998. My studio interests are in etching and relief printmaking, painting, collage, and drawing. My recent artwork explores the connections, overlaps, and parallels between language, music, and math. Murphey 109A. dapplebee@wesleyancollege.edu

Elizabeth Bailey Professor of Art; Program Director, Art History. B.F.A. (Drawing and Painting) University of Georgia 1974; M.F.A., (Drawing and Painting) University of Georgia 1976; Ph.D. (Art History) University of Georgia 1992. My area of specialization in art history is Medieval/Renaissance Art in Tuscany. My particular interest in studio art is painting. Murphey 105A. ebailey@wesleyancollege.edu

Nadine Cheek Mildred Goodrum Heyward Professor of Music; Program Director, Music. B.M. (Voice) Wesleyan College 1979; M.M. (Vocal Performance) Cincinnati College Conservatory of Music 1981, M.M. (Choral Conducting) Yale School of Music 1991. I am interested in teaching the young singer how to use her voice well in the performance of a variety of repertoire; including classical art-song, opera, sacred music, and Broadway. I have a particular interest in 20th-century and contemporary American song and choral literature. Porter Fine Arts 101. ncheek@wesleyancollege.edu

Frances de La Rosa Comer Professor of Painting. B.F.A. (Studio Art) University of Alabama 1980; M.F.A. (Painting) Tulane University 1984. Oil on canvas and oil pastel on paper are the primary media which I use to explore 2- dimensional abstractions of landscape, while lost wax casting in bronze and silver are my choice for creating nature- based forms 3-dimensionally. Murphey 106. fdelarosa@wesleyancollege.edu

Robert Fieldsteel Artist in Residence (Playwriting). B.A., Dartmouth College; M.A., Antioch University. My plays have been produced in New York, Los Angeles, and Chicago. Also a professional actor, I have acted in more than twenty-five plays, a dozen feature films, and have guest-starred on sixteen television shows. Awards include: Los

Angeles Drama Critics Circle (LADCC) Award - Best World Premiere Play; Backstage West Garland Award - Playwriting; LADCC Award - Ensemble Performance; Dramalogue Award - Performance. Porter Fine Arts 122. rfieldsteel@wesleyancollege.edu

Chenny Gan Assistant Professor of Music. B.A. (Music and Studio Art) Wesleyan College 2002; M.M. (Piano Performance) University of North Carolina-Greensboro 2004; M.M. (Piano Accompanying) University of North Carolina-Greensboro 2005; D.M.A. (Piano Performance) University of Southern California 2009. My areas of interest/expertise are classical piano technique, improvisation in various idioms, and the role of music in society and outreach. I want to help my students become technically adept musicians, but also well-rounded individuals and productive world citizens through the study of music. I would like to help them be able to use the piano to interact and communicate effectively within various contexts. Porter Fine Arts 103. cgan@wesleyancollege.edu

Alexis Brooke Gregg Assistant Professor of Art. B.F.A. (Ceramics) University of Georgia 2007; M.F.A. (Ceramics) California State University 2010. The intersection of arts and industry and artists with community is the main focus of my research. I specialize in architectural ceramic techniques including brick carving for public art and permanent installation. Murphey 105B. agregg@wesleyancollege.edu

Ellen Futral Hanson Associate Professor of Music. B.M. (Music) Wesleyan College, 1983; M.M. (Music) University of Tennessee, Knoxville, 1985. My goal in using the bel canto technique in working with young singers is to apply that method to classical and musical theatre repertoire, as well as to assist the student in the theatrics of singing and movement so that the singer becomes a more charismatic performer. Porter Fine Arts 121. ehanson@wesleyancollege.edu

Fernando La Rosa Instructor of Art. B.F.A. (Studio Art) Escuela Nacional de Bellas Artes, Lima, Peru 1966; M.F.A. (Photography) Tulane University, 1990. In my photography, I use large format cameras with traditional materials combined with scanning and digital output in an exploration of broad subjects from nature to found objects. Murphey 106. flarosa@wesleyancollege.edu

Jan Lewis Associate Professor of Theatre. B.A. (Theatre Arts) Brandeis University 1973; M.A. (Dramatic Art) University of California, Berkeley 1978; M.F.A. (Theatre Arts/Directing) University of California, Los Angeles 1980; Ph.D. (Dramatic Art) University of California, Santa Barbara 2005. As a theatre professional with over 20 years of experience in the field, I specialize in directing and in mentoring student directors, actors, and stage managers. I also teach, research and publish in the areas of applied performance theory; race, ethnic and gender studies; musical theatre; and American theatre. Porter Fine Arts 109. jlewis@wesleyancollege.edu

Frazer Lively Professor of Theatre; Program Director, Theatre. B.A. (Theatre and Dance) State University of New York at Buffalo 1983; M.A. (Theatre Performance and Literature) University of Pittsburgh 1987; Certificate in French, Sorbonne (Paris IV) 1993; Ph.D. (Theatre History and Literature) University of Pittsburgh 1997. My areas of interest in theatre history/literature/performance include symbolist theatre, Chekhov, African-American theatre, and modern protest as theatre. As a theatre practitioner, I have expertise in children's theatre and creative drama, acting, and directing. Porter Fine Arts 119. flively@wesleyancollege.edu

Michael McGhee Associate Professor of Music, Chair, Fine Arts Division and College Organist. B.M. (Organ Performance) Shorter College 1999; M.M.(Organ Performance) University of Georgia 2001; D.M. (Organ Performance and Literature) Indiana University School of Music 2005. The French symphonic organ repertoire,

historically informed performance of J. S. Bach's organ works, and analysis of Bach's fugues for organ are my principal interests. Porter Fine Arts 105. mmcghee@wesleyancollege.edu

Humanities Division: David Bobbitt, Division Chair

Departments: Communication; English; Modern Foreign Language; Philosophy and Religious Studies

Interdisciplinary Programs: Women's Studies

Academic Majors: Communication; English; French; Philosophy, Religious Studies; Spanish; Women's Studies

Academic Minors: Communication; English; French; Philosophy; Religious Studies; Spanish; Women's Studies

Brock Bingaman Assistant Professor of Religious Studies; Program Director, Religious Studies. B.A. (Religion) Southern Nazarene University, M.Div., Trinity Evangelical Divinity School, Ph.D., Loyola University Chicago. My research centers on the links between Christian spirituality, theology, and theological anthropology, as well as interreligious dialogue, particularly around various Christian and Muslim mystical traditions. I am also interested in pneumatology, and the influence of eschatology in popular culture. With a background in ecclesial ministry, business, and leadership development, I am honored to be part of the faculty at Wesleyan in teaching, mentoring, and empowering students for service in the world. Tate 217. bbingaman@wesleyancollege.edu

Virginia Blake Public Services Librarian & Archivist; B.A. (Sociology) University of Maine 2005; M.A. (Public Administration) Georgia College & State University 2007; MLIS University of South Carolina 2011. Willett Library. vblake@wesleyancollege.edu

David A. Bobbitt Associate Professor of Communication; Chair, Division of Humanities; Program Director, Communication. B.S. (Economics) University of Tennessee 1976; M.A. (Media and Film Studies) Memphis State University 1986; M.A. (Cultural Studies) University of Iowa 1988; Ph.D. (Rhetorical Theory and Criticism) Louisiana State University 1992. My primary interests include media/film theory and criticism, cultural studies, rhetorical theory and criticism, American public discourse, and philosophy of communication. Tate 225B. dbobbitt@wesleyancollege.edu

Sarah Jacqueline Harrell DeSmet Associate Professor of French and Spanish; Program Director, French. B.A. (French and Spanish) Vanderbilt University 1990; M.A. (French Literature) Indiana University 1993; Ph.D. (Romance Languages) University of Georgia 2001. My professional interests include 18th-century women's epistolary novels in French, especially Isabelle de Charrière, translation, and foreign language education. Tate 209. sdesmet@wesleyancollege.edu

Melanie Doherty Associate Professor of English and Director of Writing. B.A. (Comparative Literature) University of Massachusetts 1998; M.A. (English and Comparative Literature) Brandeis University 2004; Ph.D. (English and Comparative Literature) Brandeis University. My research interests include 19th- and 20th-century American literature, media and film studies, digital humanities, critical theory, writing technologies, and writing pedagogy. Tate 225A. mdoherty@wesleyancollege.edu

Deidra Donmoyer Associate Professor of Communication; Program Director, Women's Studies. B.A. (Communication) Kutztown University 1993; M.A. (Communication) Auburn University 1996; Graduate Certificate (Women's Studies) Bowling Green State University 2001; Ph.D. (Rhetorical Studies) Bowling Green State University 2003. I am interested in understanding the ideological expectations of who and how women should be in

society. To accomplish this, my work juxtaposes Rhetorical, Feminist, Film, and Cultural Studies; for example, my research has centered on female action heroes in film. Tate 218. ddonmoyer@wesleyancollege.edu

Vivia Lawton Fowler Professor of Religious Studies, Provost of the College, Vice President for Academic Affairs. B.A. (Religion and Sociology) Columbia College 1976; M.A. (Religion) The Lutheran Theological Southern Seminary 1980; Ph.D. (Psychological and Philosophical Foundations of Education) The University of South Carolina 1994. My disciplinary interests are in biblical studies, women's studies, and philosophies and practices of religious education. In higher education, I am interested in issues related to student success and retention, especially in the first year of college. Tate 122. vfowler@wesleyancollege.edu

Joseph Lease Assistant Professor of English. B.A. (English) University of Arkansas 1999; M.A.T., (Secondary English) Duke University 2003; Ph.D. (English) University of Georgia 2012. My teaching and research interests primarily revolve around twentieth-century American and British literatures, early-American literature and many forms and levels of composition courses. Tate 215. jlease@wesleyancollege.edu

Matthew R. Martin Professor of English; Knox Chair of Humanities; Dean of the Faculty. B.A. (English) Furman University 1985; B.A. (English) Oxford University 1987; Ph.D. (English) University of Virginia 1994. My professional interests include creative writing, Southern literature, and African-American literature. Tate 219. mmartin@wesleyancollege.edu

Michael P. Muth Associate Professor of Philosophy; Program Director, Philosophy. B.A. (Philosophy) University of the South 1989; Ph.D. (Philosophy) Duke University 2001. My primary research focus is medieval metaphysics and ethics, especially the work of Bonaventure. This research has led to further interest in the contemporary revival of virtue ethics and the reclamation of medieval metaphysics and ethics in some contemporary philosophers and theologians (such as Alasdair Macintyre, C.S. Lewis, and the "Radical Orthodoxy" group). Tate 220. mmuth@wesleyancollege.edu

Regina B. Oost Professor of English; Program Director, English. B.A. (English), University of Utah 1984; M.A. (English) University of Utah 1986; Ph.D. (English) University of Utah 1994. My primary research interests include 18th- and 19th- century British literature, literary theory, African literature, and women's writing. Tate 216. roost@wesleyancollege.edu

Kristina Peavy Library Director. B.S. (History) Georgia Southwestern State University 2005; MLIS Valdosta State University 2008. I am very interested in the application of emerging technologies and how they can be used to promote information literacy. Willet Library 210. kpeavy@wesleyancollege.edu

Melissa Roberts Cataloging/Public Services Librarian. B.A. (English) University of Alabama Huntsville 2000; MLIS University of Alabama 2002. I am very interested in serving the students and faculty of Wesleyan through quality cataloging and library services. Willet Library. mroberts@wesleyancollege.edu

Alain-Richard Sappi Assistant Professor of Modern Language; B.A. in Spanish and Latin-American Literature and Culture, University of Yaoundé I-Cameroon, 1996; M.A. in Spanish Literature and Culture, University of Yaoundé I-Cameroon, 1999; M.A. with Thesis in Spanish Literature & Culture and Theory of Literature, University of Yaoundé I-Cameroon, 2004; M.A. in Spanish Language and Culture, Universidad Complutense de Madrid-Spain, 2007; Ph. D. Cum Laude Contemporary Peninsular Literature and Culture, Universidad Complutense de Madrid-Spain, 2009.

My research interests include 19th-21st Spanish Literature/Culture and Theory of Literature: Narratology, Semiotics, Literature and Society, Psychoanalysis, Comparative Literature, Postmodernism. Tate 210.

asappi@wesleyancollege.edu

Teresa Parrish Smotherman Professor of Spanish; Program Director, Spanish. B.A. (Spanish) Valdosta State College, 1973; M.A. (Spanish) University of Georgia 1983; Ph.D. (Romance Languages) University of Georgia 1996. My research interests include both contemporary Latin American literature, specifically in the area of Liberation Theology, and Peninsular Spanish poetry, the generation of 1950. I am also interested in second language acquisition and the teaching of applied linguistics. Tate 211. tsmotherman@wesleyancollege.edu

Natural Sciences and Mathematics Division: Glenda Ferguson, Division Chair

Departments : Biology; Chemistry, Physics and Mathematics

Interdisciplinary Programs: Dual Degree in Engineering; Environmental Studies; Neuroscience

Academic Majors : Biology; Chemistry; Dual Degree in Engineering, Environmental Studies; Mathematics; Applied Mathematical Sciences

Academic Minors : Biology; Chemistry; Environmental Science; Mathematics; Physics

Charles Benesh Associate Professor of Physics; Program Director, Physics. B.S. (Physics) Massachusetts Institute of Technology 1982; Ph.D. (Physics) University of Washington 1988. My primary research involves the description of sub-atomic particles and interactions in terms of their quark and gluon constituents. Taylor 210.

cbenesh@wesleyancollege.edu

Holly L. Boettger-Tong Professor of Biology; Program Director, Biology. B.S. (Biology) St. Louis University 1986; M.S. (Biology) University of Alabama at Birmingham 1988; Ph.D. (Biology) University of Alabama at Birmingham 1992. My lab uses both in vitro and in vivo model systems to analyze the molecular mechanisms which control female reproductive tract cellular proliferation. In addition, I am interested in the role of the retinoic acid signaling pathway as it influences early vertebrate embryo development. Munroe 110. hboettger-tong@wesleyancollege.edu

James B. Ferrari Professor of Biology; Program Director, Environmental Studies; Wesleyan College Arboretum Director. B.A. (Biology and Northern Studies) Middlebury College 1986; Ph.D. (Ecology) University of Minnesota. My research interests include bird-plant interactions, seasonal patterns of bird diversity, leaf litter dispersal and effects of leaf decomposition on soil nitrogen cycling rates, and forest ecology. Munroe 112.

jferrari@wesleyancollege.edu

Glenda K. Ferguson Professor of Chemistry and Munroe Professor of Math and Science, Chair, Division of Natural Sciences & Mathematics. B.S. (Chemistry and Biology) Kentucky Wesleyan College 1987; Ph.D. (Chemistry) University of Georgia 1993. I conduct pharmaceutical analyses with the use of high performance liquid chromatography (HPLC), primarily developing separation methods and determining relative concentrations of multi-component formulations. Current projects include analyses of pain medications as well as drugs used in the treatment of psychological disorders. Munroe 212. gferguson@wesleyancollege.edu

Randy Heaton Assistant Professor of Mathematics; B.S. (Applied Mathematics) Georgia Institute of Technology 2006; Ph.D. (Pure Mathematics) Florida State University 2012. I am interested in cryptographic problems related to

trap-door functions and exploits on cryptographic schemes. I also am interested in symbolic computation problems related to elliptic curves and modular forms. Tate 14. rheaton@wesleyancollege.edu

Joseph A. Iskra, Jr. Herbert Preston and Marian Haley Associate Professor of Mathematics; Program Director Applied Mathematical Sciences and Dual-Degree Engineering. B.A. (Mathematics) Florida Southern College 1976; M.S. (Mathematics) Vanderbilt University 1978; Ph.D. (Mathematics) Vanderbilt University 1983. My research interests are in abstract algebra, specifically semigroup theory. I have some knowledge in related areas such as lattice theory, graph theory, and set theory. Tate 13. jiskra@wesleyancollege.edu

Keith L. Peterson Professor of Chemistry. Program Director, Chemistry. B.S. (Chemistry) Arizona State University 1976; Ph.D. (Physical Chemistry) Michigan State University 1981. I am interested in applying artificial neural networks to chemical data sets in general, and in determining quantitative structure-activity relationships in particular. Munroe 208. kpeterson@wesleyancollege.edu

Barry K. Rhoades Professor of Biology. B.A. (Psychology) Colorado College 1976; A.M. (Biopsychology) University of Chicago 1981; Ph.D. (Physiology) University of California at Berkeley 1990. My primary interests include physiology of the sense of smell in mammals, modeling and analyzing neural network interactions, behavioral ecology of reptiles and amphibians, and electronic and computer simulations for teaching neuroscience and animal behavior. Munroe 106. brhoades@wesleyancollege.edu

Anne M. Sanders Assistant Professor of Biology. B.S. (Chemistry) University of Central Florida 2002; Ph.D. (Pathobiology) Wake Forest University 2007. My research interests include developing better animal models of cancer metastasis, evaluating compounds that enhance chemo/radiation therapies, and investigating the interactions between the tumor and the immune system. Munroe 105. asanders@wesleyancollege.edu

Wanda T. Schroeder Professor of Biology and Munroe Chair of Life Sciences. B.A. (Biology) Wesleyan College 1980; Ph.D. (Biochemistry and Molecular Biology) University of Texas Health Science Center at Houston Graduate School of Biomedical Sciences 1987. My research is focused on elucidating the molecular events involved in regulating differentiation in epidermal keratinocytes and uterine and vaginal epithelial cells. Specifically, I study and compare gene expression of such differentiation-specific proteins as transglutaminase, keratin, and cornifin in normal and cancerous states in these tissues. Munroe 114. wschroeder@wesleyancollege.edu

Social and Behavioral Sciences Division: Michele T. Martin, Division Chair

Departments: History and Political Science; Psychology

Interdisciplinary Programs: Asian Studies, Neuroscience

Academic Majors: History; Human Services; International Relations; Neuroscience, Political Science; Psychology

Academic Minors: Asian Studies; History; Neuroscience; Political Science; Psychology

Brooke Bennett-Day Associate Professor of Psychology. B.S. (Psychology) Valdosta State University 1999; M.S. (Social Psychology) Florida State University 2004; Ph.D. (Social Psychology) Florida State University 2007. My primary interests involve the effect that race may have on an individual's face recognition ability, as well as the developmental differences in child and adult memory for faces. Additional interests include interracial attitudes and stereotype formation, juror interpretations of legal proceedings, and best teaching practices. Taylor 131. bbennettday@wesleyancollege.edu

Barbara Donovan Professor of Political Science and Dupont Guerry Chair of History and Economics; Program Director, International Relations. B.A. (International Relations) Tufts University 1985; M.A. (Area Studies) University of London 1987; Ph.D (Political Science) Georgetown University 1997. I teach courses in comparative and international politics. My areas of specialization are German and European politics, democratization, regional integration, and immigration. Tate 131. bdonovan@wesleyancollege.edu

Thomas C. Ellington Associate Professor of Political Science; Program Director, Political Science. B.A. (Political Science, Journalism) University of Alabama 1994; M.A. (Political Science) University of Alabama 1996; M.A. (Government and Politics) University of Maryland 1998; Ph.D. (Government and Politics) University of Maryland 2004. My research includes work on the impact of official secrecy on democracy, political paranoia, participatory democratic theory, and political violence. Tate 134. ellington.wesleyancollege@gmail.com

Karen Huber Associate Professor of History; Program Director, History. B.A. (History and French Language and Literature) University of Dayton 1998; M.A. (History) Ohio State University 2002; Ph.D. (History) Ohio State University 2007. I teach a wide range of courses on European and world history. My specific areas of interest are modern European history and women's history, and in particular the social and political history of women in France. My current research project examines the sexual and reproductive decision-making of women in early twentieth century Europe, with particular focus on French women charged with abortion and infanticide. Tate 135. khuber@wesleyancollege.edu

Michele T. Martin Professor of Psychology; Chair, Division of Social and Behavioral Sciences; Program Director, Psychology. B.A. (Psychology) Michigan State University 1987; M.A. (Psychology) University of Virginia 1992; Ph.D. (Psychology) University of Virginia 1995. My area of specialty is child, family, and adult clinical psychology. My research interests are the effects of family factors on child and adolescent adjustment. I have examined the effects of family variables on the management of juvenile diabetes and explored family functioning in divorced and single-parent families. Taylor 122. smartin@wesleyancollege.edu

James D. Rowan Professor of Psychology; Program Director, Neuroscience. B.A. (Biology and Psychology) Malone College 1988; M.A. (Experimental Psychology) Kent State University 1990; Ph.D. (Experimental Psychology with Biopsychology Concentration) Kent State University 1993. My area of interest is comparative cognition, more specifically, how humans and animals learn lists of information. I am also interested in the effects of early exposure to drugs on list learning in adulthood. Munroe 108. jrowan@wesleyancollege.edu

Nicholas J. Steneck Associate Professor of History. B.A. (Honors in History) University of Michigan 1992; M.A. (International Affairs/Security Policy Studies) George Washington University 1996; M.A. (History) Ohio State University 2000; Ph.D. (History) Ohio State University 2005. My research interests broadly examine the affect of catastrophic, traumatic events, such as war (or the threat of such events) on individual and collective identity formation and memory. Tate 133. nsteneck@wesleyancollege.edu

Besangie Sellars White Assistant Professor of Psychology, Program Director, Human Services. B.A. (Psychology) Hampton University, 2003; M.A. (Developmental Psychology) University of Michigan, 2005; Ph.D. (Developmental Psychology) University of Michigan 2008. My research interests include investigating the psychosocial factors that lead to healthy lifespan development and understanding how social networks may influence health disparities. Tate 132. bsellarswhite@wesleyancollege.edu

Professional Studies Division: Patrick Pritchard, Division Chair

Departments: Business and Economics; Education; Health and Physical Education

Interdisciplinary Programs: International Business

Academic Majors: Accounting; Business Administration; Early Childhood Education; Economics; International Business

Academic Minors: Accounting; Business Management; Economics; Educational Studies; Finance; Reading

Graduate Programs: Master of Business Administration; Master of Education in Early Childhood Education

Kel-Ann Eyler Professor of Accounting; Program Director, Accounting. B.S. (Commerce) University of Virginia 1977; M.P.A. (Master of Professional Accountancy) Georgia State University 1986; Ph.D. (Accounting) Georgia State University 1990. My research interests include auditor's judgments, international accounting and auditing, ethics and accounting history. Taylor 216. keyler@wesleyancollege.edu

Kara J. Kostiuk Professor of Accounting; B.A. (Studio Art) Denison University 1997; M.A. (Art History) Antioch University 2006; MAcc (Accounting) Georgia College & State University 2012. My research interests include the psychological aspects of fraud and the economic implications of tax, accounting, and auditing regulatory updates. Taylor 215. kkostiuk@wesleyancollege.edu

Glenna Asbury Meyer D. Abbott Turner Professor of Free Enterprise; Chair, Division of Professional Studies. B.S. (Business Education) Eastern Kentucky University; M.A. (Business Education) Eastern Kentucky University; Ed.D. (Business Education/Management) University of Southern Mississippi. My primary research focuses on international business in Eastern Europe, gender issues in business communication, and marketing strategies for small businesses. Taylor 232. gmeyer@wesleyancollege.edu

Patrick Pritchard Alumnae Professor of Education; Program Director, Educational Studies; Director, Center for Educational Renewal; Chair, Division of Professional Studies. B.A. (History, Social Science for Secondary Education), B.S. (Liberal Arts) Eastern Mennonite College 1984; M.Ed. (Special Education) Clemson University 1987; Ph.D. (Curriculum and Instruction) Clemson University, Clemson 1998. My primary research interest is nature-smart education. Taylor 117. ppritchard@wesleyancollege.edu

Robert Stephens Associate Professor of Business. B.B.A. (Management and Real Estate) Georgia State University 1969; B.A. (History) Georgia State University 1971; M.S. (Industrial Management) Georgia Institute of Technology 1975; M.B.A. (Marketing and Management) University of Georgia 1979; D.B.A. (Management) Mississippi State University 1990. My primary interests include labor relations, human resource management, strategic marketing, and small business management. Taylor 230. rstephens@wesleyancollege.edu

Philip Davis Taylor Professor of Economics and Clara Carter Acree Chair of Social Sciences; Program Director, Business and Economics; Director, Executive M.B.A. Program. B.A. (Economics) University of North Carolina 1971; M.B.A. (Finance) University of North Carolina 1973; M.A., Ph.D. (Economics) Virginia Polytechnic Institute and State University 1989. My primary interests include the valuation of stocks and bonds and their derivative instruments and the impact of globalization on the financial institutions that trade these securities. Taylor 217. ptaylor@wesleyancollege.edu

Virginia Wilcox Associate Professor of Education; Director of Early Childhood Education Program. B.A. (Early Childhood Education) Wesleyan College 1990; M.Ed. (Early Childhood) Auburn University 1995; Ph.D. (Elementary Education) Auburn University 2005. I teach courses in math, science, and technology methods. My areas of specialization are identifying misconceptions in children's constructed knowledge and teaching conceptually across content areas. Taylor 116. vwilcox@wesleyancollege.edu

Ying Zhen Assistant Professor of Business; B.A.(Economics) Communication University of China 2007; M.A.(Economics) Clark University 2009; Ph.D.(Economics) Clark University 2012. My major field of specialization is labor economics. My research interests include economics of immigration, gender and minority; demand and supply of labor; wages and compensation; mobility and unemployment. I am particularly interested in exploring how English-language proficiency affects foreign-born immigrants' labor market performance in the United States, especially for female immigrants. My minor field is industrial organization. I am interested in market structure, firm strategy, and market performance. Taylor 231. yzhen@wesleyancollege.edu

Nursing Division: Sirena Fritz, Division Chair

Department: Nursing

Academic Major: Nursing (BSN)

Darren Blassingame Assistant Professor of Nursing. A.S. (Nursing) Middle Georgia State College 1996; B.S. (Nursing) Medical College of Georgia 1998; M.S. (Nursing), M.B.A. Georgia College and State University 2002. My nursing background and interest includes administration and acute critical care. Munroe 218. dblassingame@wesleyancollege.edu

Sirena Fritz Assistant Professor of Nursing, Program Director, Clinical Nursing, Chair, Division of Nursing. B.S. (Nursing) Georgia College 1992; M.S.N. (Adult Health) Georgia College & State University 2001. I teach courses in adult health and medical/surgical nursing. My areas of specialization in clinical nursing are invasive and non-invasive cardiology. Munroe 201. sfritz@wesleyancollege.edu

Holly N. Hollis Assistant Professor of Nursing. B.S. (Nursing) Georgia College & State University 2004, M.S. (Adult Health and Education) Georgia College & State University 2007, Post M.S. (Nursing Education) Georgia College & State University 2008, Ed.D. (Nursing Education) University of Alabama Tuscaloosa 2014. Research interests include technology, social media in higher education to create environments of collaborative learning, and problem based learning in the classroom and clinical settings. Nursing background and interests include critical care, neurology, and emergency room nursing. Munroe 216. hhollis@wesleyancollege.edu

Teresa L. Kochera Associate Professor of Nursing; B.S. (Sociology) Excelsior College 2001, M.S. N. University of Phoenix 2005, Doctorate in Nursing Practice (DNP) Georgia Health Sciences University 2012. I have clinical certifications in Adult Progressive Care (PCCN) and Clinical Nurse Leadership (CNL). My research interests include clinical outcomes improvement through system realignment, the healthcare burden of vulnerable populations, and student-centered education, utilizing simulation technology and service learning. Munroe 214. tkochera@wesleyancollege.edu

Marsha Alex Ward Roberts Assistant Professor of Nursing. B.S. (Microbiology) University of Georgia 1994; M.S. (Nursing) Medical College of Georgia 2010; DNP (Acute Care/Geriatrics) Georgia Regents University (ABD). My

interests include critical care, end of life care, and caregiver burnout. I am particularly interested in the implementation of evidence based practice for sepsis patients and its impact on mortality. Munroe 218.
mwroberts@wesleyancollege.edu

Undergraduate Admission

Admission: Phone 1-800-447-6610

Students interested in making application to Wesleyan College are requested to contact the Office of Admission at **1-800-447-6610**. High school seniors are encouraged to apply during the fall of their senior year. **The early decision deadline is November 15. The regular decision scholarship priority deadline is also November 15.** Applications received after the **November 15** deadline will receive consideration on a space-available basis only.

Wesleyan believes a campus visit is most beneficial to prospective students. Visitors are invited to dine with our students, attend classes, and be full participants in campus activities. A number of special campus preview events are offered each year as well individual tours every Monday, Wednesday, and Friday at 10 a.m. or 2 p.m. or by special appointment. Arrangements for all visits should be made through the Office of Admission by calling 800-447-6610 or through our online reservation form.

The Office of Admission is open Monday through Friday from 8:30 a.m. to 5 p.m. Staff members are available for consultation at these times and at other times by appointment.

Wesleyan is a member of the National Association for College Admission Counseling (NACAC). As such, it supports the Statement of Principles of Good Practice.

First-Year Entrance Requirements. Admission to Wesleyan is competitive. The strongest candidates for admission will present evidence of academic achievement, potential for future success, and personal character and talents.

Applicants for admission should pursue a strong college preparatory curriculum. The College requires the successful completion of a minimum of 15 academic course units (and a recommended completion of 18 or more academic course units) of a secondary school program that includes:

	<i>Required</i>	<i>Recommended</i>
English	4 units	4 units
Foreign Language	2 units	2-4 units
Social Sciences	3 units	3-4 units
Mathematics	3 units	3-4 units
Natural Sciences	3 units	3-4 units
Electives		1-2 units

First-Year Application Checklist

1. **Application for admission:** Complete all parts of the application form and mail to: Wesleyan College; Office of Admission; 4760 Forsyth Road; Macon, GA 31210-4462. We prefer that you apply online at www.wesleyancollege.edu/apply.
2. **Application fee:** There is no fee to submit an application online. A \$30 fee is required to process paper applications.

3. **Secondary school transcript:** Have your high school send an official transcript to Wesleyan's Office of Admission. Prior to enrollment at Wesleyan, students must have an official final transcript sent to Wesleyan from their high school.
4. **College transcript:** High school students often receive college credit through AP or IB exam scores or through concurrent enrollment programs. Students must submit official scores from AP or IB exams. The College accepts scores of 3, 4, and 5 for Advanced Placement and scores of 4, 5, 6, or 7 for higher level and standard level International Baccalaureate examinations for selected examination(s) within selected disciplines. Students must submit an official standardized exam score report and an official final transcript to Wesleyan from any college they have attended. *(Any admitted student planning to enroll at Wesleyan must receive approval from Wesleyan's Registrar before enrolling for college credit during the summer prior to her enrollment at Wesleyan.)*
5. **Standardized test scores:** Scholastic Aptitude Test (SAT) results or American College Testing program (ACT) results should be sent to Wesleyan's Office of Admission by the testing agency or should appear on the transcript sent by the high school. Wesleyan's identification code for the SAT is 5895; for the ACT it is 0876.
6. **Secondary school counselor recommendation:** Complete the top portion of the counselor recommendation form and have your guidance counselor complete and return it to Wesleyan's Office of Admission. A parent should complete this form for homeschooled students.
7. **Teacher recommendation:** While optional, students are strongly encouraged to submit 1 or 2 teacher recommendations, especially one from a junior or senior year English teacher. Complete the top portion of the teacher recommendation form and have your teacher complete and return it to Wesleyan's Office of Admission.
8. Students who earned an *International Baccalaureate Diploma* at the conclusion of their high school curriculum are not required to take the SAT or the ACT. Depending on other credits transferred to Wesleyan, the College may award up to 30 semester hours of academic credit to students who earned the IB Diploma. Course equivalencies will be determined by the Program Directors in the various disciplines in consultation with the Registrar.

Final transcripts are necessary to the advising process and to assessing students' financial aid eligibility. It is the student's responsibility to ensure that all transcripts have been received by the Registrar's Office before completing the class registration process.

Admission Requirements for Home Schooled Students. The following are the requirements that a home schooled student must abide by in order to be considered for admission to Wesleyan College.

1. Must complete the Wesleyan College application for admission.
2. Must take one of the two major college entrance exams, the SAT or ACT.
3. Must produce a high school transcript demonstrating completion of high school. This transcript can be the product of a Home School Clearing House or from the family directly. Wesleyan recognizes the validity of home school high school diplomas issued by the parents.
4. It is acceptable for a home schooled student to provide the College with a bibliography of high school literature and an essay written by the student in order to evaluate a student's writing and thinking skills.
5. Extra-curricular activities and counselor interviews will be used to assess the student's overall proficiency, leadership qualities, and academic ability.
6. Students are not required to take a GED or any other additional testing in order to apply for admission.

Application Instructions/Deadlines

First-Year Early Decision. Students for whom Wesleyan is clearly their first choice may apply as Early Decision candidates for admission. The application deadline is **November 15**. The application and all supporting documents must be received by the selected deadline. These students will receive first consideration for admission and will be notified of their admission decision by **December 1**. If admitted, the student must remit the required non-refundable \$400 enrollment fee by **January 1** and withdraw applications from all other schools.

First-Year Regular Decision. Students who are still in the process of narrowing their college choices should apply under the Regular Decision plan. They are encouraged to apply as early as possible in their senior year, with November 15 as the deadline for priority consideration. Admitted students must respond to the offer of admission no later than May 1, the national candidates' reply date. The required \$400 enrollment fee is refundable until May 1 for regular decision applicants.

Regular Decision/Scholarship Priority. Regular Decision/Scholarship Priority applications and supporting documents must be received by November 15. Applicants meeting the deadline will have first consideration for Wesleyan's merit scholarships. Students will be informed of the decision of the College within two weeks and will have until the national reply date of May 1 to pay the enrollment and housing deposit.

Admission for Joint Enrollment. Female students who have completed their junior year in high school and are academically talented and highly motivated may be considered for Wesleyan's joint enrollment. A minimum of 12 academic units should be completed and acceptable scores from either SAT or ACT submitted. In addition, students must submit the following: a completed application for admission, a positive recommendation from a high school counselor and/or principal, and a letter of support from a parent or guardian. An interview is strongly recommended and students must enroll full time (minimum of 12 semester hours). Students admitted for joint enrollment are considered non-degree seeking. A \$30 non-refundable application fee is also required. For more information, call or write the admission office.

Special Student Admission. Any student who has completed at least their sophomore year in high school and is academically talented and highly motivated may be considered to take one course per semester or summer term. Requests to take additional courses must be approved by the Admission Committee.

Transient Student Admission. A transient student is a student who is currently enrolled at another regionally accredited institution of higher education and wishes to come to Wesleyan and take a course(s) as a non-degree seeking student. The student must provide a letter from the Registrar of her home institution stating that she is in good academic standing and has permission from the home institution to attend. It will be the responsibility of the student, in conjunction with her advisor at her home institution, to select courses appropriate for transfer. The student must provide an official transcript from her home institution and must provide evidence through same that she has met Wesleyan prerequisites or their equivalent(s) for any course(s) in which she or he seeks to enroll at Wesleyan College. The instructor of record for a Wesleyan course may waive the prerequisite if he or she deems that the student has adequate preparation to enroll in the class. If the student meets the definition of a transient student and meets the criteria for admission in this category, she or he may enroll for one semester, and may continue for one additional semester with the permission of the home institution. The transient student must abide by Wesleyan's rules of conduct and all College policies.

Transfer Admission. Wesleyan College welcomes transfer students from two-year, as well as from four-year regionally accredited institutions. Transfer students are encouraged to apply as early as possible because of the time required for receipt of transcripts and the evaluation of transfer credit.

To seek admission by transfer, a student must submit the following items:

1. An application for admission.
2. A \$30 non-refundable application fee.
3. Official transcript from each college previously attended.
4. Official high school transcript or GED.
5. Standardized test scores (SAT or ACT accepted), if transferring with fewer than 24 semester hours of credit.

A student's prior transcript(s) should reflect a high quality college curriculum. Transfer applicants should be eligible to return to the college last attended in order to be considered for admission to Wesleyan.. Students should have obtained a cumulative grade point average of at least 2.00 for unconditional acceptance. Credit will be considered for courses with a final grade of "C" or higher.

A student enrolling with advanced standing can receive credit for a maximum of three years of a degree program. Credit from a junior college may not exceed 60 semester hours, all of which must transfer as course work at the 100 and 200 level. The final 30 semester hours of course work must be taken at Wesleyan.

Credit hours earned in courses accepted for transfer to Wesleyan from other regionally accredited institutions are included in the transfer of student's cumulative hours earned. Grades earned in courses accepted for transfer credit are not reflected in a student's Wesleyan cumulative grade point average.

For Senior Honors, grades accepted for transfer of credit to Wesleyan will be computed in the cumulative grade point average. (See Programs for Academic Enrichment, Senior Honors.)

Final transcripts are necessary to the advising process and to assessing students' financial aid eligibility. It is the student's responsibility to ensure that all final transcripts have been received by the Registrar's Office before completing the class registration process.

International Students. Throughout its history, Wesleyan College has enjoyed a strong relationship with international students and welcomes their applications. International applicants must submit the following:

1. Completed application for admission.
2. Non-refundable \$30 application fee.
3. Scholastic Aptitude Test (SAT) or American College Testing (ACT) scores. International students who earned an *International Baccalaureate Diploma* at the conclusion of their high school curriculum are not required to take the SAT or the ACT.
4. A minimum of 213 (computer-based), 550 (paper-based), or 80 (Internet-based) on the Test of English as a Foreign Language (TOEFL), sponsored by the Educational Testing Service. Wesleyan College will also accept International English Language Testing System (IELTS) scores, sponsored by the British Council, IDP: IELTS Australia and the University of Cambridge ESOL Examinations. Students must score at least

6.0 on the IELTS, with no subscore lower than 5.5. International applicants from IB Diploma Programs may satisfy the TOEFL or IELTS admission requirement by scoring 4 or higher in the Diploma Program higher-level or standard level English language examinations. Students who graduate from IB diploma programs with a grade point average of 3.0 or higher will receive the President's Scholarship. Students who earn the International Baccalaureate Diploma will receive the Trustee Scholarship. Consult with the Financial Aid office for more information.

5. An official copy of the high school transcript; or college/university transcripts translated into English (if necessary), along with a course-by-course credit evaluation from a professional evaluation agency indicating credit hours and grades converted to the semester system of higher education in the United States. (Applicants may contact the Office of Admission for information regarding credential evaluation agencies.)
6. Two letters of recommendation from a school official and a teacher.
7. An International Student Certificate of Finance, bank statement, and a copy of a valid passport.

While international students may be considered for merit scholarships, they are ineligible for most need-based forms of financial aid. Before an I-20 form can be issued, admitted students must demonstrate the financial wherewithal to cover Wesleyan's costs and complete all required medical forms. On the date that new students move into residence halls, the balance for comprehensive fees is by the due date established by the College and is to be paid by check or money order drawn on an American bank.

Re-admission. Students who have left Wesleyan in good academic, financial and social standing are invited to apply for re-admission. A student who has withdrawn for a semester or longer must complete the online re-admission application. A student who has attended another college or university since attending Wesleyan must submit the online transfer application, a copy of all transcripts and follow all application procedures.

Students who withdrew from the college and are readmitted must fulfill the general education program, major requirements, and any and all other requirements for the Bachelor of Arts degree in effect at the time of their re-admission. (See policy exception for students who take a Leave of Absence.)

Academic Renewal. The Academic Renewal policy is designed for Wesleyan students that have withdrawn or been academically excluded from the College. A student is eligible for academic renewal upon a three-year absence from the College and after submitting an application for re-admission to Wesleyan. Once accepted for re-admission into the college, previous courses attempted at Wesleyan with a C or better grade will be counted for credit, while all D and F grades will be forgiven. In order to stay under the academic renewal policy, the following criteria and considerations must be met:

1. The courses accepted (i.e. C or better) will only count for credit; they will not be assigned quality points in the overall grade point average.
2. Courses with D or F grades must be repeated at Wesleyan College if they are required in the student's degree program.
3. Transfer semester hours will be evaluated according to existing college policies.
4. Students granted Academic Renewal must adhere to the 30-hour rule - the last 30 hours of coursework must be taken at Wesleyan - to successfully graduate from the program and college.
5. If a student wishes to achieve Honors status at the level of *magna cum laude* or *cum laude*, 50% (at least 60 hours) of her remaining courses must be taken at Wesleyan. Students on Academic Renewal are not eligible for *summa cum laude*.

6. The transcript of a student will include ALL courses taken at Wesleyan.
7. A student is eligible to apply for Academic Renewal only once.

Admission Notification. Students will be notified of their admission status according to the timeline stipulated in the application option under which they choose to apply. The Office of Admission thoroughly reviews each file and makes admissions decisions according to the guidelines established by the faculty. One of the following decisions may be made on a student's application for admission:

1. **Acceptance:** Students will be notified of their acceptance by a letter from the Office of Admission. An offer of admission is extended to an applicant and will be kept open until the candidate's reply date stipulated in the Early Decision or Regular Decision application options. The College reserves the right to withdraw an offer of admission if new information, such as a final transcript, is inconsistent with credentials submitted with the student's application materials for admission.
2. **Provisional Acceptance:** Students may be provisionally accepted to the term for which they apply prior to the receipt of official transcripts. In order to enroll for the semester, students provisionally accepted must submit official transcripts prior to the end of the College's Drop-Take period for that semester.
3. **Conditional Acceptance:** Students may be conditionally accepted to the term for which they apply. A student must meet the requirements of the conditions outlined in her acceptance letter. Failure to meet the requirements may result in a student not being allowed to return to the College the following semester.
4. **Denial:** The College recognizes that the process of selecting students for admission cannot predict perfectly students' level of academic ability and motivation or general fit with a college. The College cannot offer admission to all students in a competitive pool of applicants.
5. **Hold:** The Committee may elect to postpone a decision of acceptance or denial by requesting that an applicant first submit additional information such as an updated transcript, new standardized test score, an additional letter of recommendation, scores from Wesleyan's proficiency exams, or arrange an interview with a designated member of the Wesleyan College community.
6. **Waitlist:** Some competitive applicants may be offered an opportunity to be on a waiting list for admission. If the first-year class is not filled by the May 1 candidates' reply date offers of admission may be extended to students on the waiting list. Students who accept a place on the waiting list will be updated on their admission status in mid-May and, if necessary, every two to four weeks thereafter.

Note: The College reserves the right to change policy. Students should contact the Office of Admission or refer to current publications for updated information on programs and policies.

The Undergraduate Nontraditional Programs

Wesleyan's nontraditional programs are designed for women who are beyond the traditional college age. Students can work toward a first or second degree, a business or teaching certificate, or take courses for personal growth. The College gives recognition to and serves women whose maturity makes them excellent students.

Wesleyan believes a campus visit is beneficial to prospective students. The Office of Admission is open Monday through Friday from 8:30 a.m. to 5:00 p.m. Staff members are available for consultation at these times and at other times by appointment. The phone number is 1-800-447-6610.

Evening Program. Wesleyan's Evening Program meets the needs of working women who wish to pursue their education at night and is designed for women who have been out of high school for at least three years and have not enrolled in an institution of higher education or who meet the federal guidelines defining independent students. Wesleyan's Evening Program offers a number of unique features that include: flexible scheduling to allow full- or part-time attendance; electronic hybrid and face-to-face courses that meet one or two nights per week; faculty advisors; writing and mathematics labs; expanded support services; and personalized admissions, registration, and financial aid. The two undergraduate majors offered in the evening program are accounting and business administration.

Encore Day Program. The Encore Day Program is designed for women who want to take part in the traditional college experience. Applicants must have been out of high school for at least three years and have not been enrolled in an institution of higher education or must meet the federal guidelines defining independent students. Whether she attends full-time or part-time, each student is assigned an academic advisor to provide guidance and support in determining which course of study meets her needs. The Encore student has access to all majors offered by the College.

Evening and Encore Programs Application Checklist.

Applicants to the Evening and Encore Programs must submit the following to the Admissions Office:

1. Completed application for admission.
2. Non-refundable \$30 application fee.
3. Official transcript from a regionally accredited high school or an official GED transcript along with a transcript from each college, junior college, technical college, trade school or military training classes (where applicable) previously attended. A student's most recent transcript must reflect good academic standing at the end of her last semester of enrollment with a grade point average of 2.00.
 - a. Students transferring 12 or fewer semester hours of acceptable credit*
 - i. must submit an official transcript from a regionally accredited high school, or an institution or program deemed acceptable by Wesleyan's Admissions Committee, or an official GED report, and
 - ii. will be admitted conditionally if writing proficiency is not met. Conditional admission requires the student to take Writing 101, limits the part-time student to 7 semester hours and the full-time student to 13 semester hours, and requires a 2.00 cumulative GPA at the end of the first semester in order to return for a second semester. If a student is first admitted during a summer semester, the student will enroll in these classes during the subsequent fall semester, and her conditional status will be evaluated at the end of that semester.
 - b. Students transferring 13-24 semester hours of acceptable credit* must also submit an official transcript from a regionally accredited high school, or an institution or program deemed acceptable by Wesleyan's Admissions Committee, or an official GED report.

*** Acceptable credit refers to acceptable higher education coursework that was applicable to a degree program at the institution where the hours were earned.**
4. The student may transfer 90 semester hours of acceptable course work, all of which must have been earned from a regionally accredited institution of higher education. No more than 60 of the 90 semester hours can come from a junior college, and all junior college course work will transfer at the 100- and 200-level. The final 30 semester hours of the degree program must be earned at Wesleyan.

5. Credit hours earned in courses accepted for transfer to Wesleyan are included in the transfer of the student's cumulative hours earned. Grades earned in courses accepted for transfer credit are not reflected in a student's Wesleyan cumulative grade point average.
6. For Senior Honors, grades accepted for transfer credit to Wesleyan will be computed in the cumulative GPA (see Academic Honors).

Nontraditional International Application Checklist. Throughout its history, Wesleyan College has enjoyed a strong relationship with international students. The Evening and Encore Programs welcome applications from international students who have been out of high school for at least three years and have not been enrolled in an institution of higher education. International applicants must submit the following:

1. Completed application for admission.
2. Nonrefundable application fee of \$30.00.
3. Scholastic Aptitude Test (SAT) or American College Testing (ACT) scores. Students who earned an *International Baccalaureate Diploma* at the conclusion of their high school curriculum are not required to take the SAT or ACT.
4. A minimum of 213 (computer-based), 550 (paper-based), or 80 (Internet-based) on the Test of English as a Foreign Language (TOEFL), sponsored by the Educational Testing Service. Wesleyan College will also accept International English Language Testing System (IELTS) scores, sponsored by the British Council, IDP: IELTS Australia and the University of Cambridge ESOL Examinations. Students must score at least 6.0 on the IELTS, with no subscore lower than 5.5. International applicants from IB Diploma Program may satisfy the TOEFL or IELTS admissions requirement by scoring 4 or higher in the Diploma program higher level or standard level English language examination.
5. An official copy of the high school transcript; or college/university transcripts translated into English (if necessary), along with a course-by-course transfer credit evaluation from a professional evaluation agency indicating credit hours and grades converted to the semester system of higher education in the United States. (Applicants may contact the office of admissions for information regarding credential evaluation agencies.)
6. Students with no college experience or students transferring with fewer than 24 semester hours of credit must also submit an official high school transcript (an English translation is required).
7. An International Student Certificate of Finance.

While international students may be considered for merit scholarships, they are ineligible for most need-based forms of financial aid. Before an I-20 can be issued, admitted students must demonstrate the financial means to cover their tuition and expenses. The balance of tuition and housing costs (if any) must be paid by the date established by the College by check or money order drawn on a United States Bank.

Admission Notification. One of the following decisions may be made on a student's application for admission:

1. **Acceptance:** Students will be notified of their acceptance to the College by letter from the Office of Admission. The College reserves the right to withdraw an offer of admission if new information, such as a final transcript, is inconsistent with the credentials submitted with the original application.
2. **Provisional Acceptance:** Students may be provisionally accepted to the term for which they apply prior to the receipt of official transcripts. In order to enroll for the semester, students provisionally accepted must submit official transcripts prior to the end of the College's Drop-Take period for that semester.

3. **Conditional Acceptance:** Students may be conditionally accepted to the term for which they apply. Students must meet the requirements of the conditions outlined in their acceptance letter. Failure to meet the requirements may result in the student not being allowed to return to the College the following semester.
4. **Denial:** The College recognizes that the process of selecting students cannot predict a student's level of academic ability or motivation. However, admission to all students cannot be offered in a competitive pool of applicants.

Second Degree Program. A nontraditional student who holds a baccalaureate degree from a regionally accredited institution may earn a second baccalaureate degree by completing the course requirements and prerequisites for the major that she is pursuing under the second degree program. Baccalaureate degrees in an applied area of study and degrees from foreign institutions must be evaluated individually. A minimum of 30 semester hours is required to earn a second baccalaureate degree from Wesleyan. (See the application checklist for the Evening or Encore Program.)

Non-Degree Seeking Status. Encore or Evening students seeking certificates that the college may offer, or students taking courses for enrichment, may be accepted on a non-degree basis. Non-degree seeking students must complete an application for admission; submit a non-refundable application fee of \$30; and submit an official high school transcript, an official GED report, and/or official college transcripts, whichever are appropriate. Students enrolled on a non-degree basis are not eligible to receive financial aid assistance.

Undergraduate Academic Programs

Wesleyan College offers two baccalaureate degree programs: the Bachelor of Arts (*AB Artium Baccalaureae*) and the Bachelor of Science in Nursing (BSN).

Bachelor of Arts (*AB Artium Baccalaureae*)

Wesleyan offers the bachelor of arts degree through a rigorous four-year curriculum in the liberal arts and sciences that is faithful to the origins of the college and that encompasses the best of current thinking about education. The curriculum ensures depth of knowledge through the required major and the optional minor. It ensures breadth of learning through an exciting, learner-centered general education program that grows directly out of the mission of the college.

Requirements for the Bachelor of Arts

I. The student must satisfy proficiency in modern foreign language and writing.

Students entering Wesleyan shall possess language and writing proficiency essential to successful completion of the general education program. A student may not register for her second semester at Wesleyan until she has taken both proficiency exams.

A. Modern Foreign Language Proficiency Requirement

Wesleyan values the insights into other cultures that people learn through the study of modern foreign languages and thus requires a minimum of two semesters of one language or its equivalent. The College offers beginning courses in Chinese (Mandarin), French, German, Japanese, and Spanish for students who do not already meet the requirement upon matriculation.

Means of meeting the Modern Foreign Language Proficiency Requirement:

1. Students entering Wesleyan may show proficiency in Chinese (Mandarin), French, German, Japanese, or Spanish through taking the College's placement test and placing above the second-semester level of the language (101 and 102). Students who place out of the first-semester (101) level will complete the requirement by taking the second-semester (102) course. In Spanish, some students may place out of part of the 101 course and complete the requirement by taking the 4-credit hour Spanish 150 course. (See the Foreign Language Placement Policy below.)
2. Students may complete courses through the second-semester level (both 101 and 102 in Chinese, French, German, Japanese, or Spanish). A student must earn a grade of C or better in these courses in order to continue into the next course and to earn proficiency credit. If a student repeats a course in which she has earned a D or F, she will receive credit for the hours only one time. Courses taken to meet the proficiency requirement may not be taken on the Credit/No Credit grading option.
3. International students whose home country does not have English as an official language according to The World Factbook of the Central Intelligence Agency, and who were required to take the TOEFL as part of the college admission process, will be exempted from the foreign language proficiency requirement, but may take language courses as part of their regular course of study. Exempted students will not receive any credit hours for the exemption.

B. Writing

1. Students must demonstrate the ability to write effectively through completion of a timed essay (administered before or during orientation) which assesses their command of skills essential to college-level writing. A student will not be allowed to write the proficiency essay a second time except under extraordinary circumstances, to be determined by the English department.
2. Students who fail to demonstrate proficiency on the timed essay will enroll in WRI 101. A non-native speaker of English may enroll in WRI 100 in lieu of WRI 101. Students who place in WRI 100 or 101 must enroll in the course during one of their first two semesters at Wesleyan and may not withdraw from the course. A student who does not pass the class with a grade of C or higher must repeat the class the next semester. A student who does not pass WRI 100 with a C or better may take WRI 100 or WRI 101 to meet proficiency. If a student repeats WRI 100 or 101 in which she has earned a D or F, she will receive credit for the hours only one time. Credit for writing courses taken at other institutions will not satisfy the writing proficiency requirement at Wesleyan College.

II. The student must complete the Wesleyan general education program.

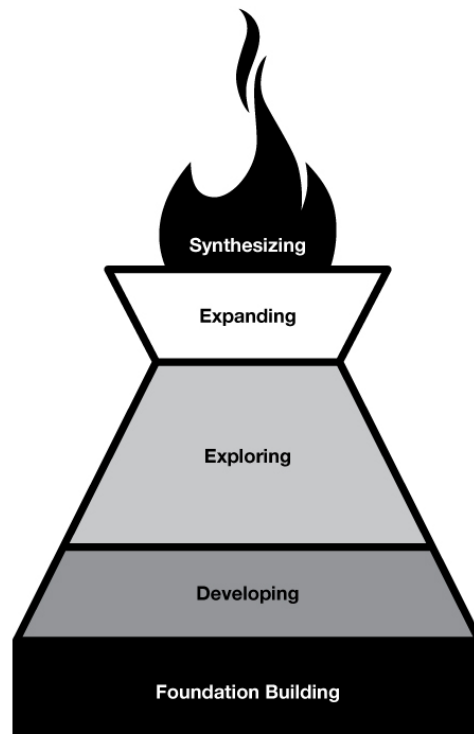
The Wesleyan General Education Program. Based on the proposition that an impassioned learner is best prepared to live a fully realized life, Wesleyan College's General Education Program gives women the chance to gain knowledge and develop skills needed to live purposefully and successfully in a rapidly changing world. The Wesleyan College General Education Program broadens women's perspectives and encourages innovation. A successful Wesleyan College graduate integrates knowledge from many sources, thinks deeply and creatively, and understands and responds to her individual, local, and global responsibilities. A Wesleyan College graduate sees the importance of and makes connections among liberal arts disciplines: humanities and fine arts, social sciences, natural sciences and mathematics. She lives as an engaged citizen, making sound ethical and personal decisions, communicating her views clearly and persuasively and working in communities to solve problems.

The General Education curriculum provides academic experiences for students to hone their intellectual, expressive, and creative skills individually and collaboratively. The curriculum enables students to learn about the world through a variety of disciplinary perspectives and ways of learning. Many of these experiences also challenge disciplinary boundaries, encouraging students to integrate strategies for understanding, analyzing, evaluating, and contributing to a body of knowledge. Seven learning objectives identify the content focus of general education classes, and three competencies indicate the skills students strengthen as they complete the general education curriculum and prepare to make their unique contributions to local and global communities.

The General Education Program at Wesleyan College requires 37-38 credit hours and a minimum of 12 courses, distributed as follows: 2 courses in foundation building (the WISE seminars), 3 courses for developing competencies in essential skills, 4 courses in which she explores fundamental issues that meet different learning objectives, 2 upper-level courses in which she expands on her foundational knowledge, and 1 interdisciplinary synthesizing course.

In the process of completing the nine developing, exploring, and expanding courses, she shall take two courses (with different prefixes) from each of the following four areas of knowledge: fine arts, humanities, natural science and mathematics, and social and behavioral sciences/professional studies. Finally, each student must participate in professional preparation or reflection plus complete an integrative capstone class; these last two requirements are met within the student's major program. The requirements of the General Education Program are closely tied to the

three competencies and seven learning objectives outlined below. The details of each of the various required courses are explained in sections A-G below.



Competencies. As she pursues her studies in general education, a Wesleyan student develops her competence in the following areas:

1. Writing
2. Speaking
3. Quantitative Reasoning

Learning Objectives. Through her work in General Education, a Wesleyan student develops an understanding of:

1. how current thought, actions, and behaviors are informed by historical events and phenomena;
2. how the natural world functions;
3. how individuals function and interact within and among communities;
4. how individuals and groups think and express creatively through diverse art forms and media;
5. how women's experiences are shaped by such factors as age, class, ethnicity, gender, race, religion, and sexuality;
6. how living in a diverse and interdependent world presents both challenges and opportunities;
7. how a liberal arts education enhances students' preparation for careers and further professional growth.

A. Foundation Building: The Wesleyan Integrative Seminar Experience (2 courses). Each student shall complete two courses (6 semester hours) of Wesleyan Integrative Seminars (WISe 101 and 102), which will lay the foundation for her future coursework at Wesleyan. Students who enter Wesleyan begin their academic program with courses designed to introduce academic life at Wesleyan by modeling our diverse and challenging academic

community, asking students to examine intentionally the value of a Wesleyan education for them, and helping them acquire skills and strategies for success at Wesleyan.

WISe 101 Wesleyan Integrative Seminar Experience I focuses on who women are and what tools women need to be successful in today's world. Because it is the first course that recent high school graduates take, WISe 101 includes several unique components: (a) WISe 101 Lab is a one-hour lab emphasizing the academic, social, and emotional transition to college, which is taught by student affairs professionals/faculty and graded as part of WISe 101; (b) the instructor of each fall section is ordinarily the academic advisor for the student.

WISe 102 Wesleyan Integrative Seminar Experience II looks at where women are going and what women can give back in terms of their careers and their service to the larger community.

Entering First Year students must complete WISe requirements. Because WISe 101 and 102 are fundamental for success at Wesleyan College, students may not withdraw from these courses. The only exception is that students who have reached the point in WISe 101 or 102 when it is impossible for them to earn a grade above an F may petition their WISe instructor and the Director of the First Year Experience for permission to withdraw from the course. If both the instructor and the Director of FYE give permission, the student may withdraw from the course, meet with the Director of the FYE to plan her academic future, and then take an approved substitute course for WISe credit.

The seminars have five goals:

1. To provide students with an understanding of the nature and value of a Wesleyan education.
2. To provide students with the academic skills foundational to success in college, particularly writing and critical thinking.
3. To provide students with the skills and strategies needed to make a successful transition to college.
4. To have students experience learning as the active construction of knowledge by working together as part of a diverse academic community committed to the free and open exchange of ideas.
5. To expose students to juxtaposed disciplinary methods including women's studies.

Traditional Students. Traditional students entering Wesleyan in the fall semester directly from high school will fulfill their Wesleyan Integrative Seminar Experience requirements by completing WISe 101 and 102 during the fall and spring semesters of their first year of college.

Traditional students entering directly from high school and admitted to the college in January will fulfill their Wesleyan Integrative Seminar Experience requirements by completing WISe 102 (3), and by taking or receiving credit for ENG 101 (3).

Traditional students who have earned an associate's degree through joint enrollment while in high school have the option of choosing the Traditional First-Year Students curriculum or the Traditional Transfer Students and Nontraditional Students curriculum. The student is responsible for notifying the registrar's office of her decision before the end of the drop/take period of her first semester. Should the student fail to notify the registrar before the published end of the drop/take period of her first semester, she will be classified as a traditional transfer student.

If a student does not successfully complete WISe 101 Wesleyan Integrative Seminar Experience I (3), she will take ENG 101 English Composition: Essays (3) to replace WISe 101.

If a student does not successfully complete WISE 102 Wesleyan Integrative Seminar Experience II (3), she will take another writing-intensive general education course from the following:

- ARH 126 The Critical Eye (3)
- ARH 230 Masterpiece (3)
- EDU 207 Dynamics of Children's Literature (3)
- ENG 111 Analyzing Literature (3)
- ENG 161 Creative Writing (3)
- ENG 265 Professional Writing (3)
- HIS 210 The West in the Ancient and Classical Eras (3)
- THE 245 Shakespeare on Page and Stage (3)

Traditional Transfer Students and Nontraditional Students (transfers and first-time college students).

Traditional students who have completed two semesters of full-time enrollment at another institution and nontraditional students (either first-time college students or transfers) will fulfill the Wesleyan Integrative Seminar Experience requirements by: earning or receiving credit for ENG 101 (3 hr), and earning or receiving credit for one of the following:

- ARH 126 The Critical Eye (3)
- ARH 230 Masterpiece (3)
- EDU 207 Dynamics of Children's Literature (3)
- ENG 111 Analyzing Literature (3)
- ENG 161 Creative Writing (3)
- ENG 265 Professional Writing (3)
- HIS 210 The West in the Ancient and Classical Eras (3)
- THE 245 Shakespeare on Page and Stage (3)

Students who do not meet writing proficiency must successfully complete WRI 101 before they can take ENG 101. Those students must enroll in WRI 101 in one of their first two semesters.

B. Developing Competencies (3 courses). To develop and strengthen skills in writing, oral communication, and quantitative reasoning, each student is required to complete one 3-4 hour course in each of these three areas. The course may be in any field including the major field.

Writing Competency

The writing competency ensures that students learn to write clearly and correctly to convey their ideas to a variety of professional and academic audiences. It stresses the importance of proper source use, clear argumentation, and an understanding of basic rhetorical formats and professional style guides, such as MLA and APA. Students will fulfill the Writing Competency requirement by earning or receiving credit for one of the following:

- ARH 126 The Critical Eye (3) - Fine Arts
- ARH 230 Masterpiece (3) - Fine Arts
- THE 245 Shakespeare on Page and Stage (3) - Fine Arts
- ENG 111 Analyzing Literature (3) - Humanities
- ENG 161 Creative Writing (3) - Humanities
- ENG 265 Professional Writing (3) - Humanities
- EDU 207 Dynamics of Children's Literature (3) - Social & Behavioral Sciences/Professional Studies

Speaking Competency

The speaking competency is designed to develop in students the ability to think critically, reason soundly, and evaluate evidence correctly. In addition, students should learn to organize information coherently, articulate content clearly, deliver ideas effectively, listen to others appropriately, and engage in constructive discussion and debate in a variety of interpersonal, group, and public contexts. Students will fulfill the Speaking Competency requirement by earning or receiving credit for one of the following:

THE 110 Theatre Practice and Criticism (3) - Fine Arts

COM 202 Public Speaking (3) - Humanities

ENG 217 African American Literature (3) - Humanities

BIO 203 Research Methods in the Natural Sciences (4) - Natural Sciences and Mathematics

HMS 101 Introduction to Human Services (3) - Social & Behavioral Sciences/Professional Studies

Quantitative Reasoning Competency

The quantitative reasoning competency is intended to help develop a student's understanding of some of the logical, numerical, and graphical aspects of problems and issues of interest. Such an understanding is needed in our technological society, and has a wide variety of applications in virtually all academic and vocational endeavors.

New students who do not have an SAT or ACT Math score must take a mathematics assessment to determine which of the mathematics courses is most appropriate. A student with an SAT mathematics score of 600 or higher or an ACT mathematics score of 28 or higher may register for any of the Quantitative Reasoning courses listed below except for MAT 206. Placement into MAT 206 (Calculus II) or more advanced mathematics courses will be done through academic advising in consultation with a member of the mathematics faculty. Students will fulfill the Quantitative Reasoning Competency requirement by earning or receiving credit for one of the following:

MUS 181 Foundations of Music (3) - Fine Arts

MAT 126 Modeling with Algebra (3) - Natural Sciences and Mathematics

MAT 140 Precalculus Mathematics (3) - Natural Sciences and Mathematics

MAT 192 Introduction to Mathematical Reasoning (3) - Natural Sciences and Mathematics

MAT 205 Calculus I (3) - Natural Sciences and Mathematics

MAT 206 Calculus II (3) - Natural Sciences and Mathematics

MAT 220 Statistical Methods (3) - Natural Sciences and Mathematics

C. Exploring Foundational Knowledge (4 courses). All Wesleyan students will be exposed to foundational knowledge from different disciplines. The Exploring courses meet the following learning objectives and students will fulfill the Exploring requirement by earning or receiving credit for one of the following in all objectives:

1. how current thought, actions, and behaviors are informed by historical events and phenomena;

ARH 235 Outside the Mainstream (3) - Fine Arts

MUS 150 From Bach to Rock (3) - Fine Arts

FRN 211 Intermediate French I (3) - Humanities

SPA 211 Intermediate Spanish I (3) - Humanities

WST 200 Women, Culture, & Society (3) - Humanities

ECO 206 History of Economic Thought (3) - Social & Behavioral Sciences/Professional Studies
HIS 120 Early Civilizations (3) - Social & Behavioral Sciences/Professional Studies
HIS 125 The Emergence of the Modern World (3) - Social & Behavioral Sciences/Professional Studies
HIS 130 US History to 1877 (3) - Social & Behavioral Sciences/Professional Studies
HIS 135 US History since 1877 (3) - Social & Behavioral Sciences/Professional Studies

2. how the natural world functions;

BIO 103 Human Biology (4) - Natural Sciences and Mathematics
BIO 110 Principles of Biology I (4) - Natural Sciences and Mathematics
CHM 101 General Chemistry I (4) - Natural Sciences and Mathematics
ESC 150 Principles of Environmental Science (4) - Natural Sciences and Mathematics
PHY 106 Astronomy (4) - Natural Sciences and Mathematics
PHY 121 General Physics I (4) - Natural Sciences and Mathematics

3. how individuals function and interact within and among communities;

COM 103 Communication Theory (3) - Humanities
PHI 223 Ethics (3) - Humanities
REL 100 Theories and Methods in Religious Studies (3) - Humanities
REL 120 Christianity (3) - Humanities
REL 290 Readings in Religious Studies (3) - Humanities
BUS 105 Contemporary Business (3) - Social & Behavioral Sciences/Professional Studies
BUS 106 Business and Society (3) - Social & Behavioral Sciences/Professional Studies
EDS 114 Understanding Learning (3) - Social & Behavioral Sciences/Professional Studies
POL 115 American Government (3) - Social & Behavioral Sciences/Professional Studies
POL 222 Comparative Politics (3) - Social & Behavioral Sciences/Professional Studies
POL 240 Introduction to Political Thought (3) - Social & Behavioral Sciences/Professional Studies
PSY 101 General Psychology (3) - Social & Behavioral Sciences/Professional Studies

4. how individuals and groups think and express creatively through diverse art forms and media.

Students may take either one 3-hr course in ART or THE, or three 1-hr MUS courses all in the same musical instrument.

ART 101 Drawing (3) - Fine Arts
ART 106 Understanding Images (3) - Fine Arts
ART 108 3-D Design (3) - Fine Arts
ART 225 Graphic Design (3) - Fine Arts
ART 231 Ceramics (3) - Fine Arts
ART 241 Sculpture (3) - Fine Arts
ART 250 Traditional and Digital Printmaking (3) - Fine Arts
ART 275 Digital Photography (3) - Fine Arts
MUS 001 Concert Choir (1) - Fine Arts
MUS 007 Instrumental Ensemble (1) - Fine Arts
MUS 111 Applied Lessons on a Percussion Instrument (1) - Fine Arts
MUS 112 Applied Lessons - Woodwind (1) - Fine Arts
MUS 113 Applied Lessons - Brass (1) - Fine Arts
MUS 114 Applied Lessons - Voice (1) - Fine Arts

MUS 115 Applied Lessons - Piano (1) - Fine Arts
MUS 116 Applied Lessons - Organ (1) - Fine Arts
MUS 117 Applied Lessons - Harpsichord (1) - Fine Arts
MUS 118 Applied Lessons on a Stringed Instrument (1) - Fine Arts
MUS 119 Applied Lessons - Guitar (1) - Fine Arts
THE 125 Acting I (3) - Fine Arts

D. Expanding Foundational Knowledge (2 courses). After the student has built a foundation of knowledge from various disciplines by taking four Exploring courses, she then develops depth of knowledge outside of her major discipline by completing two Expanding courses. The Expanding courses also act as a bridge to help prepare students for the senior integrative experience. The Expanding courses meet the following learning objectives and students will fulfill the Expanding requirement by earning or receiving credit for one of the following in all objectives:

5. how women's experiences are shaped by such factors as age, class, ethnicity, gender, race, religion, and sexuality;

ARH 354 Women's Issues in Contemporary Art (3) - Fine Arts
MUS 215 Women, Music and Culture (3) - Fine Arts
MUS 285 Women as Portrayed in Opera (3) - Fine Arts
THE 335 Race, Gender, Ethnicity, Performance (3) - Fine Arts
HUM 260 Women's World Literature (3) - Humanities
PHI 228 Gender and Philosophy (3) - Humanities
ECO 210 Women and Economic Development (3) - Social & Behavioral Sciences/Professional Studies
HIS 337 United States Women's History (3) - Social & Behavioral Sciences/Professional Studies
HIS 367 Women in Modern Europe (3) - Social & Behavioral Sciences/Professional Studies
POL 225 Women and Politics (3) - Social & Behavioral Sciences/Professional Studies

6. how living in a diverse and interdependent world presents both challenges and opportunities;

ARH 216 Art of the Spirit (3) - Fine Arts
TRA 240 Travel Study (3) - Fine Arts
COM 216 Intercultural Communication (3) - Humanities
ENG 205 Perspectives on World Literature (3) - Humanities
PHI 215 African Philosophy (3) - Humanities
REL 251 Eastern/World Religions (3) - Humanities
REL 253 Islam (3) - Humanities
SPA 220/320 Medical Spanish (3) - Humanities
TRA 242 Travel Study (3) - Humanities
TRA 244 Travel Study (3, 4) - Natural Sciences and Mathematics
POL 230 International Relations (3) - Social & Behavioral Sciences/Professional Studies
TRA 246 Travel Study (3) - Social & Behavioral Sciences/Professional Studies

E. Synthesizing Courses (1 course). Each student shall complete one interdisciplinary Synthesizing course (3 semester hours), which must be outside of the student's major. While critical thinking skills are emphasized throughout the Wesleyan General Education program, the synthesizing courses are upper-level courses that give special attention to critical thinking skills. Critical thinking courses allow students to establish expertise in the various techniques of acquiring, organizing, analyzing, interpreting, applying, evaluating, manipulating, and

presenting information from a variety of sources. These sources may include texts of information that may be written, visual, or oral. The student will apply these techniques in courses that are writing and discussion intensive. Students will fulfill the Synthesizing requirement by earning or receiving credit for one of the following:

- ARH 327 Renaissance Art
- EDS 313 Children, Nature and Society
- ENG 215 Digital Culture
- HIS 323 20th Century Genocide
- HIS 348 Terror and Terrorism in the Modern World
- HON 386 Honors Interdisciplinary Seminar
- POL 335 Politics of the Developing World
- PSY 301 Psychology of Women
- WIS 301 Wesleyan Liberal Arts Seminar

F. Pre-Professional Development. To develop her understanding of how a liberal arts education enhances students' preparation for careers and further professional growth (learning objective #7), each student will participate in professional preparation or reflection, as determined by her major program. The pre-professional development may take place within the integrative experience (below).

G. The Integrative Experience (1 course). Each student will also complete a General Education Integrative Experience in which she enhances her capacity for integrative thinking through an interdisciplinary capstone experience that encourages her to make connections between her major and her general education. This experience will help her reflect on the methods, approaches, and/or content of her major discipline and give her an opportunity to connect her discipline with both her general education and with the world outside the classroom. The integrative experience is met in the major program.

III. The student must complete the number of hours and the designated courses required for the major selected including an interdisciplinary integrative experience.

The Academic Major. The major is a set of courses and experiences that provides the student with an in-depth study of a discipline or an approved combination of disciplines. It familiarizes students with the methodology of and the current discourse in the field of study. The major consists of introductory courses that provide a broad foundation in the field of study, intermediate courses that provide depth of knowledge, and a capstone experience that integrates the course work of the major. Study in the major enhances the student's ability to analyze information and synthesize increasingly complex ideas.

In the major each student enhances her capacity for integrative thinking through an interdisciplinary experience that encourages her to make connections among the various parts of her course of study and between her academic learning and the world outside the classroom. A student may declare her major in the first semester of her first year; the decision should be made by the end of the sophomore year. A senior must complete all requirements in her major program that are in effect at the time her declaration of major form is submitted to the Registrar's Office.

All major programs consist of at least 27 semester hours. Not more than 48 semester hours in any one discipline may be applied to graduation. A student must maintain an average of at least "C" (minimum 2.00) in the major discipline and must take at least one course in the major during the senior year. Additionally, grades earned in

transferred courses that are part of the major are not calculated in the minimum 2.00 grade point average that is required in the major for graduation.

The following majors and programs are offered for the Bachelor of Arts:

<i>Accounting</i>	<i>International Business</i>
<i>Advertising and Marketing Communication</i>	<i>International Relations</i>
<i>Applied Mathematical Science</i>	<i>Mathematics</i>
<i>Art History</i>	<i>Music: Music Track (non-performance based)</i>
<i>Art: Studio</i>	<i>Music: Organ Track</i>
<i>Biology</i>	<i>Music: Piano Track</i>
<i>Business Administration</i>	<i>Music: Voice Track</i>
<i>Chemistry</i>	<i>Neuroscience</i>
<i>Communication</i>	<i>Nursing (Bachelor of Science in Nursing - BSN)</i>
<i>Dual-Degree Engineering</i>	<i>Philosophy</i>
<i>Early Childhood Education</i>	<i>Political Science</i>
<i>Economics</i>	<i>Psychology</i>
<i>English</i>	<i>Religious Studies</i>
<i>Environmental Studies</i>	<i>Self-Designed Interdisciplinary Major*</i>
<i>French</i>	<i>Spanish</i>
<i>History</i>	<i>Theatre</i>
<i>Human Services</i>	<i>Women's Studies</i>

***Self-Designed Interdisciplinary Majors.** In addition to the standard disciplinary majors, Wesleyan allows interested students to design their own interdisciplinary majors. An interdisciplinary major should be planned by a student in consultation with a faculty advisor and representatives of each of the major and minor programs involved. The major should interrelate at least two (2) fields of learning, yet have a central and cohesive theme. It is reserved for students who have a strong interest in interdisciplinary studies and who have demonstrated both initiative and academic excellence. Only those students in good academic standing are eligible to submit a proposal for a self-designed major. The interdisciplinary nature of the major will be indicated on the student's transcript.

Guidelines for Proposing a Self-Designed Interdisciplinary Major

1. The self-designed interdisciplinary major must include at least 39 semester hours, beyond the general education requirements.
2. If the major and minor programs involved have courses in methodology, these must also be included in the major.
3. A minimum of 21 of the 39 hours should be at or above the 300-level, exclusive of the senior project, honors thesis, or internship. These 21 hours should include at least three courses from each of the major and minor programs involved.
4. The interdisciplinary proposal should define the exact nature and objectives of the major and explain why it is a more appropriate alternative for the student than existing majors.

Procedures for Submission and Review of the Proposed Interdisciplinary Major

1. The interested student chooses an advisor from one of the disciplines involved.
2. Proposals must be approved by all departments involved in the plan of study before submission for final approval by the Curriculum Committee.

3. Interdisciplinary major proposal forms (available in the Registrar's Office) must be submitted for approval to the Curriculum Committee at least four weeks prior to the end of the fall semester of the junior year. The interested student is, however, encouraged to submit materials by the end of her sophomore year.
4. The Curriculum Committee reviews proposals and makes recommendations as to the validity and viability of each proposal. Changes in the proposed plan of study must be made by the student within two weeks of the initial review. At that time, the Curriculum Committee reviews the final proposal and makes a decision regarding its acceptance.
5. Any unforeseen and/or necessary changes in the proposal can be approved by the faculty advisor, in consultation with the Curriculum Committee.

IV. The final 30 semester hours of course work must be taken at Wesleyan (unless prior approval is granted by the Registrar).

V. The student must complete 120 semester hours (or the equivalent) with a cumulative grade point average of C (2.00) or higher and a grade point average of 2.00 in the major and 2.00 in the minor if the student elects a minor. (Note: For graduation, students who major in Early Childhood Education must maintain a grade point average of 2.50 in the major and must earn a cumulative grade point average of 2.50.)

The Academic Minor. A student may select a minor program of study from the departments offering this option. A minor is not required but is offered for those students who wish to study a second discipline in depth. The student must maintain a "C" average (minimum 2.00) in the minor and must complete all requirements in her minor program that are in effect at the time her declaration of minor form is submitted to the Registrar's Office. At least one course or not fewer than three semester hours of the minor must be completed at Wesleyan.

The following academic minors are offered:

<i>Accounting</i>	<i>English with a Literature Emphasis</i>	<i>Photography</i>
<i>Art, Studio</i>	<i>English with a Writing Emphasis</i>	<i>Physics</i>
<i>Art History</i>	<i>Environmental Sciences</i>	<i>Political Science</i>
<i>Asian Studies</i>	<i>Finance</i>	<i>Psychology</i>
<i>Biology</i>	<i>French</i>	<i>Reading</i>
<i>Business</i>	<i>History</i>	<i>Religious Studies</i>
<i>Chemistry</i>	<i>Mathematics</i>	<i>Spanish</i>
<i>Communication</i>	<i>Music</i>	<i>Theatre</i>
<i>Economics</i>	<i>Neuroscience</i>	<i>Women's Studies</i>
<i>Educational Studies</i>	<i>Philosophy</i>	

Academic Electives. The student may select, with the assistance of her academic advisor, elective courses from any department acceptable toward her degree. The student must take one course (three semester hours) outside her major field of study. The following limitations apply to elective courses, internships, and directed independent study:

1. maximum of nine semester hours in applied music for non-music majors;
2. maximum of eight semester hours in riding courses;
3. maximum of twelve semester hours of field study (internship) toward fulfillment of degree requirements;
4. maximum of six semester hours of directed independent study in any one field;

5. maximum of six to eight semester hours (two courses) of special topics in any one field.

Changes in Curriculum. Significant changes to the general education curriculum were made effective Fall 2013. Implementation and transition of the change in general education requirements is described below.

1. All students who matriculated or broke continuous enrollment and were readmitted to the College beginning Fall 2013 to present, will follow the general education requirements as written in the yearly catalogue upon entry or reentry to the College.
2. Full-time students who matriculated prior to Fall 2013 and remain continuously enrolled (fall/spring semesters) through degree completion, and who earned 60 semester hours or completed four full-time semesters of study (fall/spring) before the beginning of Fall 2013, may complete all prior general education requirements as written in the yearly catalogue from which the student entered.
3. Part-time students who matriculated prior to Fall 2013 and remain continuously enrolled (fall/spring semesters) through degree completion, and who earned 60 semester hours, and completed at least five 3-hour general education courses before the beginning of Fall 2013, may complete all prior general education requirements as written in the yearly catalogue from which the student entered.
4. Other students who matriculated prior to Fall 2013 and who do not meet the conditions as stated above in #2 or #3 will be transitioned to the general education curriculum effective Fall 2013. Courses previously taken to meet a general education requirement will apply to the new curriculum. Advisors will make substitutions wherever possible, in consultation with the Registrar.

Bachelor of Science in Nursing (BSN)

General Policies and Procedures. Nursing students are subject to all general policies and procedures of Wesleyan College. Nursing students are eligible to participate in all academic and social activities enjoyed by all Wesleyan College students. The student must be aware that nursing courses may require day, evening, night, and weekend attendance in course work or clinical activities. Students should discuss any proposed outside activities with the nursing faculty prior to the beginning of the course.

Unless otherwise indicated, policies and procedures for the Bachelor of Science in Nursing degree are the same as for the Bachelor of Arts. It is the student's responsibility to review and adhere to this Catalogue and the Nursing student handbook.

Accreditation. The Wesleyan College Bachelor of Science in Nursing program began in fall 2013; pre-nursing courses began in fall 2011. The program earned Developmental Approval from the Georgia Board of Nursing in November 2011 and Initial Approval in July 2012, and will seek Full Approval during 2015 when the first cohort of nursing students graduates.

Wesleyan College received approval of the Bachelor of Science in Nursing degree from the Southern Association of Colleges and Schools in May 2013. The Wesleyan Nursing program will seek national accreditation from the Commission on Collegiate Nursing Education (CCNE), the accrediting body for both baccalaureate and graduate nursing programs.

The Nursing Program. The Wesleyan College Bachelor of Science in Nursing degree offers qualified students a two year rigorous liberal arts foundation, followed by a unique two-year nursing curriculum that focuses on holistic nursing with an emphasize on women's health. This includes a variety of clinical practice experiences designed to prepare graduates for successful careers in nursing. Courses will show evidence of multiple teaching strategies and varied clinical practice opportunities throughout the program.

The Bachelor of Science in Nursing is a four-year traditional degree program that prepares a nurse generalist for practice and leadership in the role of professional nurse in a variety of health care settings and specialties. Graduates are eligible to take the National Council Licensure Examination (NCLEX-RN) for Registered Nurses for entry into practice in any state. This broad-based program is built upon courses in the humanities, fine arts, mathematics, sciences, and social and behavioral studies. The program will conform to standards set by the Georgia Board of Nursing and the CCNE. The curriculum is designed to prepare graduates to enter a master's program of study in nursing.

Students who intend to complete the Bachelor of Science in Nursing (BSN) degree program should express their interest to the nursing division prior to matriculation at Wesleyan College or as soon as possible thereafter so that they can be advised to take appropriate pre-nursing courses.

Students who have questions or who seek clarification concerning policies and/or procedures should contact the nursing division in the Munroe Science Center or the Registrar in Tate Hall, Room 120.

Program Goals/Learning Outcomes. The program prepares the successful graduate to:

- I. synthesize knowledge and content from the prerequisite core of science, mathematics, the liberal arts (humanities, fine arts, modern foreign language and the social sciences) to the practice of professional nursing
- II. provide holistic care to clients of all ages in a variety of settings
- III. integrate evidenced-based practice (EBP) as the foundation for nursing interventions and care delivery
- IV. analyze issues that impact nursing, health and the global community
- V. synthesize concepts of leadership and management into the practice of nursing
- VI. integrate the role of the professional nurse with an awareness of self and a commitment to lifelong learning.

The following courses support the each learning outcome:

- I. NUR 300, NUR 301, NUR 302, NUR 303, NUR 311, NUR 315, NUR 403, NUR 405, NUR 414
- II. NUR 301, NUR 302, NUR 304, NUR 314, NUR 315
- III. NUR 300, NUR 301, NUR 302, NUR 303, NUR 304, NUR 311, NUR 314, NUR 403, NUR 404, NUR 405, NUR 414, NUR 415
- IV. NUR 300, NUR 301, NUR 302, NUR 311, NUR 403, NUR 404, NUR 413, NUR 414
- V. NUR 301, NUR 403, NUR 413, NUR 415
- VI. NUR 300, NUR 301, NUR 304, NUR 314, NUR 315, NUR 405, NUR 415

Admission. Admission to Wesleyan College does not guarantee admission to the Nursing Program leading to the BSN degree. Students may apply to the nursing program in October prior to their Junior (3rd) year. The nursing program application priority deadline is February 1st. Applications completed after the priority deadline will be reviewed on a space-available basis. The nursing program uses rolling admissions and may be able to make admission decisions early. **Students admitted to the major program in nursing (the NUR 60-hour block taught in the third and fourth years of the program) complete their last two years of the four-year degree program in a full-time COHORT format.** All student applications are evaluated holistically; all information submitted is evaluated personally by a nursing faculty advisor.

Minimum criteria for admission:

- admission to Wesleyan College.
- completion of all concentration classes or their equivalents and have no more than six hours of required proficiency and general education classes outstanding.
- overall cumulative grade point average (GPA) of 3.00 on all pre-nursing general education core and concentration classes.
- satisfactory score on the Health Education System, Inc. (HESI) Admission Assessment Exam (A2).
- good academic standing at Wesleyan College.
- a grade of "C" or higher in pre-nursing Math, Science, and Psychology courses.
- submission of the Nursing Program Student Application.

Additional admission policies notes:

- Pre-nursing courses completed at another regionally accredited college or university will be evaluated by the registrar to determine which courses are the equivalents of Wesleyan's pre-nursing curriculum.
- Courses in human anatomy and physiology taken more than five years before enrollment at Wesleyan College will not satisfy the pre-nursing course requirements. At the discretion of the relevant program director, students may elect to challenge by examination Wesleyan's human anatomy and physiology courses. Challenge examinations are graded on a credit/ no credit option; in order for credit to be granted for a pre-nursing course, an examination grade of 70 or higher must be obtained.

- Nursing courses completed at another institution will not be accepted by Wesleyan College.
- Students who fail to meet one of the minimum required criteria for admission, may be considered on a space available basis.

Admission for student with prior baccalaureate degree:

- Students who have previously earned a baccalaureate degree from a regionally accredited college or university in the United States must have a cumulative GPA of 3.00 or higher all pre-nursing general education core and concentration classes. Baccalaureate degrees that are applied in nature or are from an institution outside the United States will be evaluated on a case-by-case basis.
- Students with prior baccalaureate degrees are required to complete the following courses, or their equivalents, pre-nursing courses: PSY 101, BIO 110, CHM 101, MAT 220, BIO 210, BIO 211, BIO 245, and PSY 240.

Once a student has been accepted for admission to the BSN Nursing Program, the following requirements for enrollment must be completed:

- Submit a nonrefundable reservation deposit of \$200 to reserve a place in the class.
- Complete the Health Information and Immunization Form as required by Health Services and the Division of Nursing.
- Provide proof of health insurance or purchase health insurance through Wesleyan College.
- Provide updated official college transcripts reflecting grades of C or better in all courses completed prior to the date specified in the acceptance letter.
- Complete and pass criminal background check and urine drug screening.
- All students are required to take CPR certification (health care provider level with American Heart Association CPR/AED for the Professional Rescuer) at Wesleyan College.
- Clinical practice requirements involve costs not covered by tuition, room, and board and will be the responsibility of the student.

Requirements for the Bachelor of Science in Nursing: 120 semester hours

I. The student must demonstrate proficiency in modern foreign language, writing, and mathematics.

Writing, Modern Foreign Language, and Mathematics Requirements (determined by testing or completion of course work): (0-12 hours)

WRI 101 Fundamentals of College Writing 0 or 3 hours

SPA 101 Elementary Spanish I 0 or 3 hours

SPA 102 Elementary Spanish II 0 or 3 hours

or SPA 150 Spanish for Advanced Beginners 0 or 3 hours

MAT 126 Modeling with Algebra 0 or 3 hours

or MAT 130 College Algebra 0 or 3 hours

II. The student must complete the General Education requirements for the Bachelor of Science in Nursing. While the course requirements vary slightly from the general education requirements for the Bachelor of Arts degree, students who complete the Bachelor of Science in Nursing achieve the same General Education outcomes as those who complete the Bachelor of Arts. For more detail on the General Education requirements, refer to the Bachelor of Arts General Education section.

To fulfill the distribution requirement for Developing, Exploring and Expanding students must complete the following with different prefixes: 1 course from Fine Arts, 2 courses from Humanities, 3 courses from Natural Sciences and Mathematics, 1 course from Social & Behavioral Sciences/ Professional Studies.

General Education Courses for Foundation Building (2 courses):

WIS 101 Wesleyan Integrative Seminar Experience I (3)

WIS 102 Wesleyan Integrative Seminar Experience II (3)

General Education Courses for Developing Competencies (3 courses): Courses are listed by areas of knowledge within each competency

1. Writing Competency:

ARH 126 The Critical Eye (3) - Fine Arts

ARH 230 Masterpiece (3) - Fine Arts

THE 245 Shakespeare on Page and Stage (3) - Fine Arts

ENG 111 Analyzing Literature (3) - Humanities

ENG 161 Creative Writing (3) - Humanities

ENG 265 Professional Writing (3) - Humanities

EDU 207 Dynamics of Children's Literature (3) - Social & Behavioral Sciences/Professional Studies

HIS 210 The West in the Ancient and Classical Eras (3) - Social & Behavioral Sciences/Professional Studies

2. Speaking Competency:

THE 110 Theatre Practice and Criticism (3) - Fine Arts

COM 202 Public Speaking (3) - Humanities

ENG 217 African American Literature (3) - Humanities

BIO 203 Research Methods in the Natural Sciences (4) - Natural Sciences and Mathematics

HMS 101 Introduction to Human Services (3) - Social & Behavioral Sciences/Professional Studies

3. Quantitative Reasoning Competency:

MUS 181 Foundations of Music (3) - Fine Arts

*MAT 220 Statistical Methods (3) - Social & Behavioral Sciences/Professional Studies

General Education Courses for Exploring, Expanding, (6 courses):

Exploring Courses (4 courses)

Learning Objective 1. how current thought, actions, and behaviors are informed by historical events and phenomena

ARH 235 Outside the Mainstream (3) - Fine Arts

MUS 150 From Bach to Rock (3) - Fine Arts

FRN 211 Intermediate French I (3) - Humanities

SPA 211 Intermediate Spanish I (3) - Humanities

WST 200 Women, Culture, & Society (3) - Humanities

ECO 206 History of Economic Thought (3) - Social & Behavioral Sciences/Professional Studies

HIS 120 Early Civilizations (3) - Social & Behavioral Sciences/Professional Studies

HIS 125 The Emergence of the Modern World (3) - Social & Behavioral Sciences/Professional Studies
HIS 130 US History to 1877 (3) - Social & Behavioral Sciences/Professional Studies
HIS 135 US History since 1877 (3) - Social & Behavioral Sciences/Professional Studies

Learning Objective 2. how the natural world functions

*BIO 110 Principles of Biology I (4) - Natural Sciences and Mathematics
*CHM 101 General Chemistry I (4) - Natural Sciences and Mathematics

Learning Objective 3. how individuals function and interact within and among communities

COM 103 Communication Theory (3) - Humanities
PHI 223 Ethics (3) - Humanities
REL 100 Theories and Methods in Religious Studies (3) - Humanities
REL 120 Christianity (3) - Humanities
REL 290 Readings in Religious Studies (3) - Humanities
BUS 105 Contemporary Business (3) - Social & Behavioral Sciences/Professional Studies
BUS 106 Business and Society (3) - Social & Behavioral Sciences/Professional Studies
EDS 114 Understanding Learning (3) - Social & Behavioral Sciences/Professional Studies
POL 115 American Government (3) - Social & Behavioral Sciences/Professional Studies
POL 222 Comparative Politics (3) - Social & Behavioral Sciences/Professional Studies
POL 240 Introduction to Political Thought (3) - Social & Behavioral Sciences/Professional Studies
*PSY 101 General Psychology (3) - Social & Behavioral Sciences/Professional Studies

Expanding Courses (1 course)

Learning Objective 6. how living in a diverse and interdependent world presents both challenges and opportunities

ARH 216 Art of the Spirit (3) - Fine Arts
COM 216: Intercultural Communication (3) - Humanities
ENG 205: Perspectives on World Literature (3) - Humanities
PHI 215: African Philosophy
REL 251: Eastern/World Religions (3) - Humanities
REL 253: Islam (3) - Humanities
SPA 220/320: Medical Spanish (3) - Humanities
POL 230 International Relations (3) - Social & Behavioral Sciences/Professional Studies

Required Pre-Nursing Concentration Courses (4 courses)

*BIO 210 Human Anatomy & Physiology I (4)
*BIO 211 Human Anatomy & Physiology II (4)
*BIO 245 Microbiology (4)
*PSY 240 Human Growth and Development across the lifespan (3)

****Indicates required courses.***

IV. Required Nursing (NUR) Courses: 60 hours

Note: These courses are open only to those students admitted to the BSN degree program. The student will take these courses in the 3rd (junior) and 4th (senior) years of the program.

Fall: Junior Year (3rd year) - 16 hours

NUR 300 Foundations of Professional Nursing 2 hours
NUR 301 Physical Assessment & Health Promotion 4 hours
NUR 302 Holistic Nursing I: Clinical Nursing Skills 4 hours
NUR 303 Human Pathophysiology Through the Life Span 3 hours
NUR 304 Evidenced -Based Practice 3 hours

Spring: Junior Year - 15 hours

NUR 311 Pharmacology 4 hours
NUR 314 Holistic Nursing II: Intro to Care of the Client 5 hours
NUR 315 Holistic Nursing III: Basic Care of the Inpatient Client 6 hours

Fall: Senior Year (4th year)- 15 hours

NUR 403 Holistic Nursing IV: Advanced Care of the Inpatient Client 6 hours
NUR 404 Holistic Nursing V: Care of the Client in Specialized Settings 5 hours
NUR 405 Holistic Nursing VI: Women's Health Across the Life Span 4 hours

Spring: Senior Year- 14 hours

NUR 413 Leadership & Management in Nursing 4 hours
NUR 414 Holistic Nursing VII: Care of Client in the Community 4 hours
NUR 415 Holistic Nursing VIII: Capstone Nursing Practicum 6 hours

Integrative Experience To develop her understanding of how a liberal arts education enhances students' preparation for careers and further professional growth (Learning Objective #7), each student will participate in professional preparation or reflection, as determined by her major program. The integrative experience is achieved through the progression of the nursing courses and is culminated in NUR 415 Holistic Nursing VIII- Capstone Nursing Practicum.

V. Electives: 0-10 hours

VI. The student must complete 120 semester hours (or the equivalent) with a cumulative grade point average of C (2.00) or higher and a grade point average of 2.50 or higher in the nursing (NUR) major.

Notes:

1. With the exception of WISe, science, and foreign language courses, most other prerequisites are offered every semester or year.
2. CHM 101 requires MAT 130 (College Algebra) or placement at the MAT 140 (Precalculus Mathematics) level or higher.
3. Students whose SAT-M score is <580 will be advised not to take CHM 101 and BIO 110 at the same time.
4. Each student will take a writing proficiency test prior to enrollment to determine whether or not she must take Writing 101.

5. WRI 101 must be taken during the first or second semester of enrollment.
6. Each student will take a mathematics test prior to enrollment to determine whether or not she must take MAT 130. If it is determined that the student must take MAT 130, she must take the course during the first semester of enrollment.
7. Each student will take a Spanish test prior to enrollment to determine whether or not she must take SPA 101 and/or 102. Both courses can be taken during the first or second year.
8. Curriculum development and revision is an ongoing process and changes may be made as needed.

Additional Notes for Transfer Students:

1. Instead of taking WISe 101 and 102, transfer students will complete ENG 101, English Composition: Essays (3), and one course from the list of acceptable replacements for WISe 102 from the following: (A course taken from this list cannot be used to fulfill two requirements.)
 - ARH 126 The Critical Eye (3) - Fine Arts
 - ARH 230 Masterpiece (3) - Fine Arts
 - THE 245 Shakespeare on Page and Stage (3) - Fine Arts
 - ENG 111 Analyzing Literature (3) – Humanities
 - ENG 161 Creative Writing (3) – Humanities
 - ENG 265 Professional Writing (3) – Humanities
 - EDU 207 Dynamics of Children's Literature (3) - Social & Behavioral Sciences/Professional Studies
 - HIS 210 The West in the Ancient and Classical Eras (3) - Social & Behavioral Sciences/Prof. Studies
2. Human anatomy and physiology courses taken more than five years before enrollment at Wesleyan College will not satisfy the pre-nursing course requirements. At the discretion of the relevant program director, students may elect to challenge by examination Wesleyan's human anatomy and physiology courses. Challenge examinations are graded on a credit/ no credit option; in order for credit to be granted for pre-nursing an examination grade of 70 or higher must be obtained.
3. Students who are proficient in modern foreign languages other than Spanish may request substitutions for SPA 101 and 102.
4. Students may request the substitution of BIO 112: Principles of Biology II - Diversity of Biological Systems (4) for CHM 101: General Chemistry I (4).

Clinical Practice Requirements. Nursing courses will require varied clinical practice opportunities throughout the program. These practice settings are located in and around Macon, Georgia and will be scheduled at various times, including nights, evenings and weekends. Students must have their own transportation to the clinical practice settings.

Prior to participating in a clinical experience, each student must provide documentation of the following:

- satisfactory completion of health requirements including a complete health history, current physical examination, current immunizations (measles, rubella, varicella, hepatitis B, and influenza), and tuberculosis screening.
- satisfactory results of criminal background check and drug screening.
- current American Heart Association CPR for Health Care Providers certification.
- personal health insurance.

Clinical practice requirements involve costs not covered by tuition, room, and board and will be the responsibility of the student.

Attendance. All nursing courses, laboratory and clinical experiences are required. Students are expected to be punctual in attending classes, laboratories, private lessons, clinical experiences, and college convocations.

Grading. Grades in all nursing (NUR) courses are based on numeric values.

A = 90-100 (4 quality points)

B = 80-89 (3 quality points)

C = 75-79 (2 quality points)

Note: The lowest passing grade in the nursing (NUR) major is a grade of C (75) or higher.

D = 65-74 (1 quality point)

F = any average below 65 (0 quality points)

See sections on Repeating a Course, Academic Progression (semester to semester), and Dismissal.

I = Incomplete (not computed in grade point average)

W = Withdrawal

Credit/No Credit. All nursing courses must be taken for a letter grade and may not be taken on the Credit/No Credit Grade Option.

Tuition and Fees. Baseline tuition and fees for the nursing program are the same as other programs at Wesleyan College. Additional fees and out-of-pocket expenses are associated with the nursing program. Nursing fees are \$1000 per semester. In addition, students can expect to spend approximately \$900 to purchase books, uniforms, nursing shoes, and other items necessary for the nursing program for the first semester.

Academic Progression (semester to semester). Progression in the major toward an anticipated date of graduation is contingent upon successful completion, with a grade of C or higher, of ALL nursing (NUR) courses the first time attempted in a full-time plan of study. In most instances, a student who must repeat one or more courses or who must, therefore, delay progressing to more advanced courses in the curriculum, will not be able to complete all course requirements to graduate with the cohort with which the student began the major.

Any student who does not achieve a grade of C or higher in a nursing course will be allowed the opportunity to take the course the next time it is offered if space is available. A letter of intent to repeat the course must be submitted to the program director one semester before the course is offered.

All course work must be completed before a student can progress to the next level. Students who receive a grade of Incomplete (I) in any NUR course will not be allowed to progress to the next term. The student should consult with her academic advisor in nursing to determine a resolution of the incomplete grade.

- Nursing students must make at least a "C" (75) grade in each nursing course which counts toward their degree.
- Grades of "D" and "F" are considered failure of the course.
- If a student earns a rating of clinically unsatisfactory in a clinical nursing course, a grade of "F" will be assigned for the course grade.
- Failure to score 90 or greater on a clinical course medication test will prevent the student from progressing.
- Students may repeat one nursing course. Any student failing two nursing courses will be denied continued enrollment in the Nursing Program.

Students are expected to follow the nursing plan of study in the prescribed sequence to progress through the curriculum. Prerequisites for each course are noted on the appropriate course syllabus. Students who do not satisfy a minimum grade requirement in the nursing course or who withdraw from a nursing course will not be allowed to progress in the Nursing Program.

Repeating a Course. Students who do not achieve a grade of "C" or higher in one nursing course will be allowed the opportunity to take that course the next time it is offered if space is available. A letter of intent to repeat the course must be submitted to the Program Director one semester before the course is offered.

Withdrawal Policy. Students may withdraw from nursing courses according to the policies of Wesleyan College.

Re-admission. Students who have been dismissed may apply for re-admission to the program. The student must provide documentation that supports the applicant's potential for success if readmitted. The re-admission applicant must meet all admission requirements stated in the academic catalogue that are current when the application is submitted. The applicant must submit current nursing entrance test scores if applying for re-admission to first semester. All re-admission applications are reviewed by the Nursing faculty and the Admissions Committee. Re-admission is a highly selective process.

Program Termination / Dismissal. A Program Termination is defined as immediate dismissal from the Nursing Program. A student who demonstrates unsafe behavior that may result in serious consequences to a student, client, or others may be dismissed. The student will receive a clinical failure and a grade of "F" in the course. Depending on the infraction, a student who is terminated from the Nursing Program may not be eligible for re-admission to the nursing program.

Transition to the Bachelor of Arts. A student who is dismissed from the nursing program may be eligible to change majors within Wesleyan College and pursue a Bachelor of Arts degree in another field. The nursing faculty will discuss available options with the student and refer her to the appropriate faculty / advisor.

Nursing (NUR) Course Descriptions

200: Introduction to Professional Nursing.

Content: This course is designed to familiarize the potential nursing student with the roles of the professional nurse and her interface with the health care system. An examination of nursing practice settings, career opportunities as well as legal and ethical decisions encountered by nurses will be examined. The scope of nursing practice in Georgia will be examined. Shadowing experiences will be planned for each student to offer exposure to "real life nursing practice" in a variety of settings. In addition, an overview of the nursing program, expectations and learning strategies will be discussed. A service learning project will be an integral part of the course experience enabling students to focus on a critical health care need.

Prerequisite: None; this course may be taken prior to entering the nursing program.

Offered: Spring.

Credit: 2 hours.

300: Foundations of Professional Nursing.

Content: Socialization to the profession of nursing is begun in this course. An overview of the history, theory and practice of professional nursing, as well as professional standards, the code of ethics and legal issues are

discussed. The nurse's role in the health care setting is discussed. The importance of the Nursing Process as a problem-solving and care- planning tool is provided with an emphasis on the ability of the nurse to think critically and to examine issues in nursing.

Prerequisite(s): Admission to the Nursing Program.

Offered: Fall.

Credit: 2 hours.

301: Physical Assessment and Health Promotion.

Content: Head to toe health assessment is taught using a focused system approach, including health history and physical examination skills, as well as health promotion, restoration, and maintenance activities related to caring for diverse clients. Students are expected to master basic assessment sequencing, techniques and skill mastery related to assessment for adult, children and geriatric clients. Cultural variations, developmental tasks and health promotion, restoration, and maintenance activities related to physical and psychosocial changes across the life span are reemphasized. Outcome strategies to address identified health problems are provided during each system discussion.

Prerequisite(s): Admission to Nursing Program.

Offered: Fall.

Credit: 4 hours (3 class hours; 3 clinical hours).

302: Holistic Nursing Care I: Clinical Nursing Skills.

Content: The nurse's role as clinician is the foundation for this course. Use of the nursing process, therapeutic communication, skill mastery and application of concepts of assessment are integrated in the clinical laboratory and select community settings. A holistic framework provides the structure for practice, enabling the student to recognize the uniqueness of each client and the importance of continuity of care. Beginning technical competency for clinical skills is expected with an emphasis on the comprehensive care plan for the individual healthy adult, child or older person.

Prerequisite(s): Admission to Nursing Program.

Offered: Fall.

Credit: 4 hours (2 class hours, 6 clinical hours).

303: Human Pathophysiology Through the Life Span.

Content: This course presents human pathophysiology across the lifespan. Pathophysiology is the physiology of altered health or disease. Factors that contribute to pathophysiologic function such as epidemiological, genetic, and unknown factors will be covered. This course builds upon the knowledge learned of normal anatomy and physiology in BIO 210 and 211. Case studies will be used to show correlations of course content.

Prerequisite: Admission to the Nursing Program.

Offered: Fall.

Credit: 3 hours (3 class hours).

304: Evidence -Based Practice.

Content: Evidence -based practice is the foundation of professional practice enabling the nurse to plan and evaluate interventions using scientific rationale. The ability to critique and apply research studies and methodology to patient care is the focus. Qualitative and quantitative methodologies are explored.

Prerequisite(s): Admission to the Nursing Program.

Offered: Fall.

Credit: 3 hours (3 class hours).

311: Pharmacology.

Content: Classification and action of common drug categories are examined along with their scope of action, adverse events, and evaluation as aspects of disease intervention. The integration of pharmacokinetics and patient care is applied to clinical settings. A systematic review of drug classes and their relationship to the disease process will be examined. Medication administration and calculation are an integral part of this course. The nurse's role in providing teaching and medication administration to limit medication errors is explored with different care scenarios.

Prerequisite(s): NUR 300, 301, 302, 303, 304.

Offered: Spring.

Credit: 4 hours (3 class hours, 3 clinical hours).

314: Holistic Nursing Care II: Intro to Care of the Client.

Content: Utilizing a holistic framework, students will be introduced to the biophysical care and safety of the client across the life span. Priority setting, delegation and critique of nursing interventions are introduced.

Prerequisite(s): NUR 300, 301, 302, 303, 304.

Offered: Spring.

Credit: 5 hours (3 class hours, 6 clinical hours).

315: Holistic Nursing Care III: Basic Care of the Inpatient Client.

Content: The physiological and psychological changes experienced by the hospitalized client are emphasized. The integration of anatomy and physiology as well as health assessment and psychosocial interventions are utilized to provide safe holistic care to clients across the life span.

Prerequisite(s): NUR 300, 301, 302, 303, 304.

Offered: Spring.

Credit: 6 hours (3 class hours, 9 clinical hours).

403: Holistic Nursing Care IV: Advanced Care of the Inpatient Client.

Content: The advanced care of the inpatient client is the focus of the course. The physiological and psychological changes experienced by the adult during illness are emphasized. Integration of anatomy and physiology as well as health assessment, psychosocial interventions and use of the nursing process are critical nutritional, psychosocial and evidence based practice concepts are integrated within the framework of the holistic care model. The evaluation of patient care outcomes and use of creative nursing interventions are stressed in the clinical setting. Beginning concepts of priority setting, delegation and critique of nursing interventions are examined.

Prerequisite(s): NUR 311, 314, 315.

Offered: Fall.

Credit: 6 hours (3 class hours, 9 clinical hours).

404: Holistic Nursing Care V: Care of Client in Specialized Settings.

Content: Developmental and life cycle models used as underpinnings for exploring the physiological and psychological changes in the human lifespan provide the foundation for care of clients in specialized settings.

Prerequisite(s): NUR 311, 314, 315.

Offered: Fall.

Credit: 5 hours (3 class hours, 6 clinical hours).

405: Holistic Nursing Care VI: Women's Health Across the Life Span.

Content: The role of the nurse in caring for women across all ages and developmental models is the focus. Using developmental and life cycle models as underpinnings for exploring the physiological and psychological changes

occurring to women will be the foundation for care giving. The nursing process will be applied to women of all ages and in a variety of settings. The use of teaching, primary, secondary, and tertiary care concepts will be explored. Social and political factors that impact the health of women are examined.

Prerequisite(s): NUR 311, 314, 315.

Offered: Fall.

Credit: 4 hours (3 class hours, 3 clinical hours).

413: Leadership & Management in Nursing.

Content: The nurse's role as leader and manager is the foundation for this course. The emphasis is on priority setting, delegation, communication and clinical application of the principles of professional practice roles in leading and managing staff and groups of patients. Collaboration with other health care providers to improve evidence-based outcomes of patients is emphasized. Completion of this course is under the guidance of a faculty advisor and a clinical preceptor.

Prerequisite(s): NUR 403, 404, 405.

Offered: Spring.

Credit: 4 hours (3 class hours, 3 clinical hours).

414: Holistic Nursing Care VII: Care of Client in the Community.

Content: This course introduces the concept of community as client. The development of skills related to community assessment and the concepts of epidemiology in examining health practices throughout the global community are explored. The nurse's role in providing health care to clients/aggregates in a variety of culturally diverse communities is the framework for nursing care. The clinical experiences will expose students to a variety of community health environments, health programs and policies and their impact on care. Opportunities to practice health promotion behaviors and critique health care delivery systems will be emphasized.

Prerequisite(s): NUR 403, 404, 405.

Offered: Spring.

Credit: 4 hours (3 class hours, 3 clinical hours).

415: Holistic Nursing Care VIII: Capstone Nursing Practicum.

Content: This course is designed to fully integrate the students into the profession of nursing. Students will focus on management of groups of clients in the acute care setting. The nurse as leader, manager, patient advocate and clinician are emphasized. Clinical skills are honed within the framework of the holistic model as the student continues to develop her role prior to graduation. An examination of strengths and weaknesses of nursing care provide the framework for growth and self-reflection. Focus will be on priority settings, integration of research into clinical practice and evaluating patient care and staff. To that end, the in-class courses will review systems and disease with nursing interventions; provide in-class discussion opportunities utilizing evidence-based research care and holistic treatment in the hospital and acute setting. The clinical immersion experience enables the nurse to fully implement all aspects of the professional nursing role.

Prerequisite(s): NUR 403, 404, 405.

Offered: Spring.

Credit: 6 hours (3 class hours, 9 clinical hours).

Academic Procedures and Regulations

Academic Calendar. The undergraduate academic calendar is posted in the *Wesleyan College Catalogue*, on the website, and on WesPortal, WesNet tab, Registrar's Office section. The semester ends with the last day of the final exam week.

Academic Advising. The academic advising program at Wesleyan plays an important role in the career of the student. The first-year student is assigned a faculty advisor in the fall semester. These advisors are trained to aid the student in planning her academic program.

The First-Year Advising program assists the student in clarifying and articulating her personal, academic and career goals. Advising contributes to the student becoming more self aware, reflective and purposeful in planning her education. Through the First-Year advising program the student will:

1. Explore the relationship of her interests, abilities, values and career aspiration to the nature and purpose of a liberal arts education.
2. Develop an educational plan consistent with her personal, academic and career goals.
3. Gain an understanding of curricular and co-curricular resources at Wesleyan College that can enhance her learning experience.

The advisor and the student maintain specific responsibilities for articulating the student's educational plan and moving towards declaring a major course of study.

The student who does not declare a major in her second semester will be assigned to a general advisor who will assist her in further exploration of her academic goals and career options. All students must declare a major by the end of their sophomore year. International students must declare a major upon entry into the College.

Advisors are available to assist the student in arranging her program, but responsibility for acquainting herself with regulations and fulfilling all requirements for degrees rests with the individual student.

Academic Probation. At the end of the semester a student is automatically placed on probation for the next semester if her cumulative grade point average is below 2.00. When a student is placed on academic probation, the Provost of the College gives notice of the fact to the student. The primary responsibility of a student on probation is improvement of academic work. She is expected to take advantage of the following support systems: her advisor, the Writing Center, and the Academic Center. A student on probation should not be absent from any class. Additionally, a student should consult *The Student Handbook* for other stipulations of academic probation related to student activities. A student will be removed from probation when she attains a cumulative grade point of 2.00 or higher.

Auditing Courses. Anyone who wishes to audit a class must be enrolled either as a degree-seeking or non-degree seeking student. Once enrolled, a student may register to audit a class during the drop/take period, with the exception of studio art class or laboratory course. The student may register to audit a studio art class or laboratory course on the last day of drop/take and with the written permission of the instructor teaching the course. The class attendance policy for the auditing student will be the same as required for the student taking the course for credit. Auditors are required to pay all fees that may be associated with the course (lab fee, studio art fees, activity fees,

travel, *et cetera*.) Consult the Business Office regarding fees for auditing courses. No individual is eligible to audit any nursing (NUR) course.

Civility in the Academic Community. Students, faculty, and staff are expected to treat one another with respect in all interactions. In the classroom, rude, disruptive and/or disrespectful behaviors as determined by a faculty member interfere with other students' rights and with the instructor's ability to teach. Therefore, any student exhibiting unacceptable behaviors during a class will be asked to leave and will be counted absent for that class period. Failure to cooperate with this process will result in disciplinary action that may include withdrawal from the class or dismissal from the College. Violations will be reported to the Provost of the College.

Course Credit/Credit Hour. Credit is granted on the basis of semester hours and each course will have a value of one to twelve semester hours. One hundred twenty semester hours are required for graduation.

Except as provided otherwise by the *Code of Federal Regulations* in 34CFR 668.8 (k) or (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonable approximates not less than -

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
2. at least an equivalent amount of work as required in (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (Adapted from *Electronic Code of Federal Regulations* - current as of June 30, 2011).

Credit By Examination and Course Challenge (See Academic Credit Options section for details). Wesleyan College participates in a program that awards credit for the successful completion of selected standardized examinations. Credit by examination is possible through the Advanced Placement of the College Board, the College Level Examination Program (CLEP) of the College Entrance Examination Board, the International Baccalaureate Program, and the Cambridge International Examinations (A-levels). For credit to be awarded, a minimum score is required on the CLEP General and Subject examinations, the Advanced Placement examinations (3, 4, 5), the International Baccalaureate higher level (4, 5, 6, 7) and standard level examinations (4, 5, 6, 7), and selected Cambridge International A-level Examinations. Specific minimum scores and course equivalents may be found in the admission section of this Catalogue. Thirty semester hours is the maximum amount of credit a student may receive through CLEP, Advanced Placement, International Baccalaureate, the Cambridge International Examinations, or departmental examination (course challenge).

Students having earned the International Baccalaureate Diploma at the conclusion of their high school studies will, upon admission to Wesleyan College, be awarded up to 30 semester hours of academic credit, with course equivalencies to be determined by the Program Directors in the appropriate disciplines and the Registrar.

A student may exempt courses by challenging courses or taking departmental examinations according to the following procedure:

Up to nine (9) semester credit hours may be awarded through challenging courses; however, not all departments will approve course challenges. To receive credit through a course challenge the student must:

1. be unconditionally enrolled;
2. request in writing a course challenge from the registrar and obtain the written permission from the appropriate program director and course instructor; and
3. pay one-half of the course challenge fee* prior to the course challenge, and pay the remainder of the course challenge fee if credit is awarded.

No student will be permitted credit by examination for a course in which she remains enrolled after the Drop/Take period. Course challenges are graded on the Credit/No Credit grade option only. Credit hours for a successful course challenge are posted in the term during which the challenge is attempted and fees are paid. These credit hours do not affect tuition or overload fees.

*Declared majors or minors in French and Spanish who have placed out of FRN or SPA 211/212 will not be charged a course challenge fee when they challenge those courses.

Credit and Grading System (*See the Grading policy for Nursing in the BSN section of the Catalogue*). Letter grades are used. They are interpreted below with the number of quality points per credit hour or percent of total points assigned to each letter grade.

- A: 4 points, 90-100%:** The grade A is reserved for work that is of exceptional quality and showing unusual insight, initiative, and understanding.
- B: 3 points, 80-89%:** The grade B is awarded for work that is of superior quality and is consistently above the average.
- C: 2 points, 70-79%:** The grade C indicates average performance. It is an acceptable and respectable grade.
- D: 1 point, 60-69%:** The grade D is the lowest passing grade and indicates work below average.
- F: 0 points, <60%:** The grade F indicates absolute failure.
- CR:** Passing work in a non-graded course taken for hourly credit (not computed in GPA)
- NC:** No credit in non-graded course taken for hourly credit (not computed in GPA)
- I:** Incomplete (not computed in GPA)
- W:** Withdrawal (not computed in GPA). A student may withdraw from a class with the approval of the Registrar up to three weeks past the mid-semester date in the fall and spring semesters and one week past this point in May and summer terms. Exceptions regarding the withdrawal deadline are made only in cases of illness or emergency when a W may be granted past this date at the discretion of the Registrar.

Students who withdraw from a class must do so through the Registrar's Office, Tate 120. Students who stop attending class and do not withdraw by the deadline receive a grade of F.

Students who do not pass the writing proficiency exam and who are placed into Writing 100 or Writing 101 may not withdraw from the class. If the student fails to make a grade of C or better, she must take the course again the next semester and may not withdraw.

Comments:

1. Plus and minus grade designations are not used at Wesleyan.
2. The minimum passing grade is D while the grade F indicates failure.
3. The grade of I is given only when a student has been absent from the final work in a course due to illness or other causes acceptable to the instructor and to the Provost of the College. Permission from the instructor and

from the Provost of the College must be requested and given before an I may be recorded. The procedure is as follows:

- a. Except in cases of emergency, the student should consult with the instructor concerning the incomplete.
 - b. Except in cases of emergency, the student must file a written request for an incomplete with the instructor outlining her reasons for the request.
 - c. In cases of emergency (defined as unexpected occurrences such as accidents or sudden illness) when there is no opportunity for a consultation or a written request, the instructor may assign an incomplete grade for the student.
 - d. The instructor must submit an Incomplete Grade Form (found on WesPortal, WesNet tab, Provost's Office section, forms) to the Provost of the College for approval.
 - e. Instructors must remove I grades by the date given in the *Wesleyan College Catalogue* (for fall semester, by February 1, for the spring semester, by July 1, and for the summer semester, by October 1). The instructor must complete a grade change form in the Registrar's Office to remove the I grade. The Provost will notify the student, by letter, prior to this time of the fact that a grade of Incomplete which has not been made up by the deadline will be assigned a grade of E by the Registrar. A copy of this letter will be mailed to the instructor of the course as well.
 - f. It is the responsibility of the student to make arrangements for completing all work by the deadline. A student failing to complete all work shall be regarded as having failed in the course, and a grade of E will be recorded by the Registrar.
4. Credit hours earned in courses accepted for transfer to Wesleyan College from other regionally accredited institutions are included in the transfer student's cumulative credit hours earned. Grades earned in courses accepted for transfer credit are not reflected in a student's Wesleyan cumulative grade point average. Additionally, grades earned in transferred courses that are part of the major are not calculated in the minimum 2.00 grade point average that is required in the major for graduation. For senior honors, grades accepted for transfer of credit to Wesleyan will be computed in the cumulative grade point average. (See Programs for Academic Enrichment, Senior Honors for a complete explanation of policies.)

Credit/No Credit. A student may elect up to a maximum of 18 semester hours on the basis of Credit/No Credit grading during her tenure at Wesleyan College. This option may not be exercised in the first semester of the first year. After that semester, no more than five semester hours per term may be elected on the Credit/No Credit option, except in special cases such as student teaching or extended internships approved by the Provost of the College. The only parts of a student's major work that can be taken on Credit/No Credit grading are directed independent studies and field studies. The student teaching block (EDU 490) and extended internships are special cases in which the student may register for up to twelve semester hours during a semester using the Credit/No Credit grade option. Students who register for a 12-hour extended internship must also register for a three-semester-hour graded course.

Credit/No Credit grading is the student's option except in EDU 490, AMS 305*, AMS 440, POL 245, HMS 299, field studies/internships and course challenges; however, Credit/No Credit grade option may not be exercised or modified after the Drop/Take period. Except in courses requiring Credit/No Credit grading (EDU 490, AMS 305, AMS 440, POL 245, HMS 299, field studies/internships and course challenges), students should exercise great caution in choosing this option. Opting for more than one course (3, 4 hours) of Credit/No Credit grading disqualifies a student for Senior Honors, and may be looked upon with disfavor by some graduate and professional schools.

*Note: The Atlanta Semester (not offered 2014-2015) experience requires a 3-semester hour graded seminar course, AMS 305, and 6, 9, or 12 semester hours in an internship experience that is graded credit/no credit.

Credit For Summer Work at Another Institution. The student who wishes to attend another college or university for a summer session should secure from the Registrar's Office a summer school request form prior to April 1. The student should meet with her academic advisor to determine the course(s) she wishes to take and how the course(s) relate to her academic program at Wesleyan College. The completed summer school request form and a copy of the course description(s) should be brought to the Registrar for determination of course equivalency prior to the student's departure in the spring semester.

The student is responsible for having an official copy of her summer transcript sent to the Registrar of Wesleyan College no later than September 1 following the summer session.

The maximum amount of semester hours allowed in transfer from another college or university summer session may not exceed in semester hours the number of weeks of the summer session. Grades below C may not be transferred to Wesleyan for credit.

Credit For Summer Work at Wesleyan College. The student who wishes to attend summer school at Wesleyan College may take up to 7 semester hours during one summer term or a total of 15 semester hours in all combined summer terms.

Exclusion/Dismissal from the College. A student who is placed on academic probation at Wesleyan College will be excluded if she remains on academic probation for two consecutive semesters of enrollment (not counting Wesleyan summer terms) and if her cumulative grade point average remains below 2.00. Exclusion is understood to mean exclusion for at least the following fall or spring semester; the student may apply for re-admission after that time. The student who is excluded at the end of either fall or spring semester may enroll in Wesleyan summer terms to attempt to improve her grade point average. If, during the summer terms, her cumulative grade point average is raised to 2.00 or above, the student will be allowed to reenroll the following fall semester without academic probation. The student may appeal her exclusion to the Student Progress Committee if she chooses; the process of appeal is outlined in the letter of exclusion. A student may be excluded at any time for other than academic reasons as explained in *The Student Handbook*.

Foreign Language Placement Policy:

1. All incoming students with any prior instruction or significant experiences in Chinese (Mandarin), French, German, Japanese, or Spanish must take the language placement test in that language, even if they do not plan to continue in that language. Placement decisions will be made by the foreign language faculty on the basis of the examination, the high school transcript, and, in some cases, an oral interview, especially for placement above the second-semester level. No academic credit hours will be awarded for exempted courses or for any language course taken below the level of placement; however, on the recommendation of the instructor, a student who is deemed unprepared for the level in which she was placed, may go back to an earlier course even after the end of the Drop/Take period and earn credit when possible. Students are urged to take courses in a foreign language in sequence, fall-spring or in the course of one summer, without skipping a semester, and to complete their language proficiency requirement in the first four semesters at the College.
2. Students may begin studying a new language at the 101 level without taking a placement test as long as they have no previous experience or instruction.

3. Students who place above proficiency level may earn credit for foreign language courses at or above the intermediate level by passing the appropriate departmental challenge exam(s) or by submitting Advanced Placement, International Baccalaureate, Cambridge, CLEP or SAT II test scores.

Grade Appeals. Appeals for a change in the final course grade must be initiated according to the following deadlines;

Fall term (Regular and Split Term B) - by December 22 or **(Split Term A)** - by October 20

Spring term (Regular and Split Term B) - by May 18 or **(Split Term A)** - by March 9

Summer term (Term I) - by June 15; **(Term II)** - by June 29; **(Term III)** - by July 13; **(Term IV)** - by July 27;
(Term V) - by August 10; **(Entire Term and Term VI)** - by August 22

Subsequent appeals must be initiated within five business days after receipt of the response to the earlier appeal. Appeals received after five business days will not be honored. The appeal process is as follows.

Step One:

The student will petition the instructor in writing, citing the reasons for the grade appeal. The student should keep a copy of the letter for her personal records. Within five business days after receiving the appeal, the instructor will submit a written response to the student.

Step Two:

- a. If, after the instructor's review, the grade dispute remains unresolved, the student will consult with the program director and submit a copy of the appeal. The program director will attempt to resolve the dispute between the instructor and the student and may consult with other persons who have relevant information. Within five business days after receiving the appeal, the program director will submit a written response to the student with a copy to the instructor.
- b. If the grade dispute is with the program director, the student will meet with the division chair. Within five business days after meeting with the student, the division chair will submit a written response to the student with a copy to the program director.

Step Three:

- a. If, after the program director's review, the grade dispute remains unresolved, the student will consult with the division chair and submit a copy of the appeal and any other documents related to the appeal, including the response from the instructor and/or program director. The division chair will attempt to resolve the dispute between the instructor and the student and may consult with other persons who have relevant information. Within five business days after receiving the appeal, the division chair will submit a written response to the student with a copy to the instructor and program director.
- b. If the grade dispute is with the division chair, the student will meet with the Provost of the College. Within five business days after meeting with the student, the Provost will submit a written response to the student with a copy to the division chair.

Step Four:

If all efforts to resolve the grade appeal at the program and division level fail, the student may petition the Provost of the College to review the appeal. If the Provost determines the need for a review committee to examine the issues of the grade appeal, the committee shall consist of three faculty members - one from

the instructor's department and two from academic divisions other than that of the instructor. The committee, if appointed, will advise the Provost of the College regarding the grade under appeal.

Step Five:

If the grade appeal is unresolved at the level of the Provost of the College, the student may petition the President of the College to review the appeal.

- c. If the Provost of the College appointed a committee as outlined above, the President will review the process, the findings, and the decision of the Provost. The President will render a final decision.
- d. If the Provost of the College did not appoint a committee the President may, at her discretion, appoint a review committee composed of faculty as described in Step Four. The committee, if appointed, will review the case and advise the President. The President will render a final decision.
- e. Should a grade change result from the appeal, it is the responsibility of the decision-maker at the level of resolution (instructor, program director, division chair, Provost, or President) to file, in writing, an authorization for grade change with the Registrar of the College. Said authorization should be submitted to the Registrar's Office within five working days of the decision. A copy of the grade change shall become a part of the student's permanent file.

No change of grade may be made later than one semester (or term) following the semester in which the grade was received. The Provost may make exceptions to the timeline for faculty responses as needed.

Complaints of an Academic Nature. Complaints related to academics but unrelated to grade appeals will follow the same general procedures as outlined above for grade appeals. The complaint must be made in writing to the instructor, with a copy to the director of the academic program. If the complaint is not resolved, the student may appeal to the division chair, then the Provost of the College, and finally the President of the College.

Graduation. Each student must file an application for diploma with the Registrar of the College at the beginning of the semester that precedes the semester in which she expects to complete degree requirements. The Bachelor of Arts and Bachelor of Science in Nursing degrees are conferred at the end of each academic year (May) and in August (Bachelor of Arts) with the prior approval of the Provost and faculty. M.Ed. and MBA degrees are conferred upon satisfactory completion of all requirements, as announced on the program academic calendar.

AB and BSN students who have completed all degree requirements, have been certified by the Registrar, approved by the Provost and faculty, and have met all obligations to the College will graduate in the commencement ceremony which is held each May. Students who complete requirements for the Bachelor of Arts degree in August will graduate in a special commencement ceremony in August for AB, M.Ed., and MBA students. Students who complete requirements for the Bachelor of Arts degree in December will graduate in the commencement ceremony the following May.

Attendance at graduation is required. A student may graduate in absentia only with the written permission of the Provost of the College.

Each student's diploma will bear the student's legal name at the point of graduation. If the name has changed since admission to the College, the student must submit a court order or other document indicating a legal change of name to the Registrar no later than February 1st prior to graduation in May, or June 1st prior to completion in August.

Independent Study. To make possible the college ideal of individual development, independent study opportunity, under faculty supervision, is made available in each academic area. Variable credit is permitted with a maximum of six semester hours in one field of study. To guarantee quality, the special approval of the program director of the area concerned is required.

Leave of Absence. A leave of absence is designed to allow a student a break in her studies for a limited time without having to withdraw from or apply for re-admission to Wesleyan College. The leave of absence applies to any matriculated student who is in good academic and financial standing with the college. The leave of absence may last for a minimum of one semester, and a maximum of a 12-month period; a student may only accrue a total of two semesters (excluding summer semesters) for leave of absence during her college career. International students must comply with immigration regulations regarding continuous enrollment. Consult with the Student Affairs office concerning regulations.

The student will apply to the Registrar of the College for a Leave of Absence during the semester preceding the leave of absence period. A student cannot take a leave of absence after the semester begins. Once the leave of absence is approved, the student is required to pay an *in absentia* fee to the College. Consult the Business Office for current fees. When she returns, the fee will be applied to her tuition. If the student does not return, the continuation fee will be deemed forfeited.

Upon her return, it is the responsibility of the student to notify both her advisor and the Registrar during registration to reinstate her academic standing. At this time, the student does not need to apply for re-admission. If a student exceeds the allotted leave time, she will be deemed to have withdrawn and must apply for re-admission. General education and major requirements in effect at the time of the student's approval for a leave of absence will continue in effect upon her return within the allotted leave time.

During the leave, a student may take courses at another college. However, only a maximum of 6 hours for a one-semester leave and 9 hours for a two-semester leave may transfer to Wesleyan if such hours are allowable under other transfer credit policies and limitations.

The Provost of the College may make exceptions to this Leave of Absence policy under extraordinary conditions.

Numbering of Courses. Single numbers indicate one-semester courses. Courses planned primarily for first-year students and sophomores are numbered 100 to 299; courses planned primarily for juniors and seniors are numbered 300 to 499. Graduate courses are numbered at the 500 level or higher. Subject codes are indicated by the letters following each subject; e.g., biology (BIO). Music courses beginning with "0" may be taken for credit by students at all levels.

Course Abbreviations.

ACC Accounting

AMC Advertising & Marketing Communication

AMS American Studies

ARH Art History

ART Art (Studio Art)

AST Asian Studies

BIO Biology
BUS Business
CHM Chemistry
CHN Chinese
COM Communication
CSC Computer Science
EBA Executive Business Administration (MBA)
ECO Economics
EDR Education in Reading
EDU Education
EDS Educational Studies
ENG English
ESC Environmental Science
FRN French
GER German
HIS History
HON Honors
HPE Health and Physical Education
HMS Human Services
HUM Humanities
JPN Japanese
MAT Mathematics
MUS Music
NSC Neuroscience
NUR Nursing (BSN)
PHI Philosophy
PHY Physics/Physical Science
POL Political Science
PSY Psychology
REL Religious Studies
SPA Spanish
THE Theatre
TRA Travel/Study
WIS Wesleyan Integrative Seminar Experience
WRI Writing
WST Women's Studies

Release of Records. Wesleyan College recognizes the privacy rights of students with regard to their educational records, including the right of access to their own records and the right to a hearing to challenge the accuracy of such records. The College will not release personally identifiable data about students from education records without written permission from the student to any individual, agency, or organization, except to the extent that the Family Educational Rights and Privacy Act of 1974, as Amended (FERPA) authorizes disclosure without consent. A full statement of Wesleyan's policy concerning the privacy rights of students is printed annually in *The Student Handbook*.

Repeating a Course. A student may repeat a course one time to affect her grade point average only when she has first made a D or F in the course; the better grade will count in the computation of the cumulative grade point average. Course credit earned in the case of repeated courses is counted only one time.

Exceptions are courses that require the student to make a C or higher to meet proficiency (WRI 101 and modern foreign language courses that satisfy proficiency or advancement and "repeatable courses" such as certain HPE classes, *et cetera*). **Students should consult with the Office of Financial Aid regarding their tuition package to determine if tuition payment may be required for courses that they repeat.**

Registration. Students must register on or before the drop/take period listed in the college calendar for the terms posted each year. No student may be admitted to class until her registration has been completed and her fees paid. The last day to enter the College and the last day to drop or add a class are the same. Special situations of late admission will be considered by the admissions committee. A student may not register for her second semester at Wesleyan until she has taken proficiency examinations in modern foreign language and writing.

Boarding students without health forms on file, without insurance, and/or without current immunization and screening will not be allowed to move into the residence halls and will not be allowed to register for classes.

Students in attendance in any term who plan to continue in the next term are encouraged to register during the early registration period in the fall and spring semesters

Teaching and Learning with Technology. Wesleyan College students have the opportunity to experience various learning environments through several modes of delivery: traditional classroom (face-to-face), online, and electronic hybrid. Students in "electronic hybrid" courses meet at least half of the time in classroom or laboratory sessions and half of the time in collaborative online settings. Students in "online" courses interact predominantly through collaborative online means. Because some face-to-face interaction is essential for instructional continuity, electronic courses must involve a preterm meeting to orient students to the technology and requirements of online work. General Education courses, which form the core of the Wesleyan liberal arts education, must conform to either a traditional or hybrid format.

In order to promote an environment in which ideas may be freely expressed, the interior office and classroom spaces at Wesleyan are private spaces. The unauthorized creation of photographic images, audio or video recordings of students or faculty in these spaces is considered to be disruptive behavior which may result in a student's removal from class according to the instructor's discretion. The distribution of any such recordings of students or faculty without the express written permission of the College is strictly prohibited and is subject to disciplinary action by the Provost of the College.

Transcript of Record. Students and alumnae can electronically send official transcripts to the destination of their choice. Instructions for ordering a transcript are located on Wesleyan's Website: www.wesleyancollege.edu. Click on Academics, Academic Resources, Request a Transcript. Unofficial transcripts are only available to currently enrolled students through their WesPortal account at no charge.

Requests for transcripts will be checked and approved for release within 5 working days by the Registrar's Office at Wesleyan College. During peak periods of activity in the Registrar's Office such as the opening and

closing of semesters, registration, and graduation, the processing time for release of transcripts may extend slightly beyond five working days.

Fees for transcript release are given in the Financial section of the Catalogue. Wesleyan College is not responsible for incomplete or incorrect mailing addresses provided with requests for transcript releases.

Wesleyan reserves the right to withhold the transcript of any student who is past due or delinquent on her loan obligation(s) to the College, is delinquent or has defaulted on federal student loans, owes the College money from current or previous enrollment, has failed to submit official transcripts from previous high schools or college attendance, has failed to return College property, has failed to secure proper immunizations as required by the Health Services of the College, or has failed to fulfill any other obligation to the College.

Withdrawal. It is strongly recommended that any student receiving financial aid who is contemplating withdrawal from the College first contact the Office of Student Financial Aid to determine the impact of that decision.

Voluntary Withdrawal. Students who find it necessary to withdraw from the college during the regular academic year must file with the Registrar of the College a withdrawal request form requesting administrative approval for such action. Voluntary withdrawal is considered official by the College only upon receipt of said request. Honorable dismissal is granted only if all financial obligations to the College are satisfactorily cleared. A residence hall student should also notify the Director of Residence Life of her intention to withdraw. Students who withdraw and do not complete the semester enrolled, the date the student initiated the withdrawal process will serve as her withdrawal date and the date the college determined she withdrew. Students who withdraw and complete the semester enrolled, the date of the last day of the term enrolled will serve as her withdrawal date and the date the college determined she withdrew. Students who do not officially withdraw, but fail to register for the next fall or spring semester are considered voluntarily withdrawn as of the last day of the last term enrolled. See also, Non-Attendance and Unofficial Withdrawal and Re-admission in the College catalogue.

Administrative Withdrawal. The Provost of the College may withdraw a student from a class or dismiss her from the College for failure to cooperate with an instructor's policies for classroom behavior or for repeated failure to respond to an instructor's requirements for a course. The date the Provost initiated the administrative withdrawal will serve as the student's withdrawal date and the date that the college determined she withdrew. Notification must be given to the Registrar.

Medical Withdrawal. If, for medical reasons, a student seeks to withdraw from the College after the last day to withdraw without academic penalty, she must document her illness through an official medical report from her physician, and it must be approved by the Provost of the College before her official withdrawal is accomplished through the Registrar's Office. If the student fails to document her illness, and/or is not approved for a medical withdrawal by the Provost of the College, she is responsible for completing the course requirements. The date the student initiated the Medical Withdrawal process will serve as her withdrawal date and date that the college determined she withdrew. See also, Re-admission in the College catalogue.

Mandatory Medical Withdrawal. The College may require mandatory medical withdrawal of any student who, in the opinion of the Director of Health Services, the Director of Counseling, or the Provost of the College, has an illness or condition that might endanger or be damaging to the health or welfare of the student or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while

the student is a member of the college community. The date the college administration initiated the mandatory medical withdrawal process will serve as the student's date of withdrawal and date that the college determined she withdrew. Notification must be given to the Registrar. See also, Re-admission in the College catalogue.

Non-Attendance and Unofficial Withdrawal. Students receiving federal financial assistance, who do not pass any courses and who do not officially withdraw from Wesleyan College are considered "unofficially withdrawn". The following procedures are used to determine if students never attend class and/or withdraw unofficially, and to determine repayments due back to aid programs. Students who are unofficially withdrawn must apply to the College for re-admission in future semesters (See Re-admission, in the College catalogue).

Beginning of each term:

1. Faculty members are required to track attendance via WesPortal during drop/add periods. Using this method, faculty report changes to their class rosters, including students who have never attended class.
2. Financial aid will not be disbursed to students who do not attend class. Students are notified that financial aid is on hold until class attendance can be verified. Students who claim they are attending class(es) may have aid reinstated ONLY if their professor(s) confirm attendance by directly contacting the Registrar's Office (e-mail required). The student's claim to have attended class, absent positive confirmation from the faculty member, does not constitute confirmation of class attendance.
3. After all faculty members have reported attendance via WesPortal, federal aid awards are recalculated for students not attending class(es). Students will be administratively dropped from class(es) not attended. Federal awards are adjusted to pay only for classes the student is attending. This adjustment could result in the reduction of aid awarded and/or the loss of grant, scholarship or loan funds. If attendance rosters indicate the student never attended any classes, all federal financial aid is cancelled and the student will be unofficially withdrawn from the College and must reapply for re-admission.
4. The College returns aid to the financial aid programs and bills the student for funds received for classes never attended. Repayment may be required with funds other than financial aid. If this occurs and the bill remains unpaid for more than 120 days, a third party collection agency will be used and the debtor will also become liable for any additional collection costs associated with the collection of any amount not paid. Students are ineligible for future aid until debt is repaid in full.

Mid-Semester of each term (Before Withdrawal deadline):

1. Faculty members are required to report students who at the Mid-Semester date are academically deficient in the class via WesPortal by the reporting deadline. Using this method, faculty report students' academic progress, including students who have ceased class attendance.
2. After all faculty have reported to the Registrar, students who have ceased attending class for more than two weeks will be urged to officially withdraw from class(es) before the withdrawal deadline. If no response is received from the student within one week, an unofficial withdrawal will occur from the class(es). The last date of academic activity reported by faculty will serve as the school's date of determination and date of withdrawal for the student.

End of each term (After Withdrawal deadline):

1. Faculty must report all students' last date of attendance when submitting final grades. Students who ceased attendance for more than two weeks and receive no academic credit for all classes are considered unofficially withdrawn from the College. Students who have ceased attendance for more than two weeks

and do not receive an approved administrative withdrawal will maintain punitive grades as well as being unofficially withdrawn.

2. The Registrar creates an exception report of all federal financial aid recipients with all "F", "NC", "W" grades, and notifies the Financial Aid Office of students who have unofficially withdrawn by sharing a copy of the report.
3. Once the withdrawal date is determined, the Financial Aid Office calculates the amount that must be returned to aid programs by the College and the student, in accordance with federal and state regulations and College policy. For details, see the Return of Title IV Funds policy which follows. The last date of academic activity reported by faculty will serve as the school's date of determination and date of withdrawal for the student.

Return of Title IV Funds Policy for Students Receiving Federal Financial Aid at Wesleyan College

The Higher Education Amendments of 1998 and the Higher Education Reconciliation Act of 2005 set forth regulations governing the treatment of Title IV funds (Federal Pell Grant, Federal Supplemental Education Opportunity Grant [SEOG], Academic Competitiveness Grant [ACG], National SMART Grant, Federal Subsidized Loan, Federal Unsubsidized Loan, and Federal PLUS) when a student withdraws completely from an institution.

When a student withdraws during a period of enrollment in which he/she has begun attendance and has received federal Title IV financial aid, Wesleyan College is required to determine the amount of earned and unearned Title IV aid. A student is eligible to retain the percentage of Title IV aid disbursed or that could have been disbursed that is equal to the percentage of the enrollment period completed by the student (calculated daily). Scheduled breaks of 5 or more consecutive days are excluded. The unearned Title IV aid must be returned to the appropriate federal aid program(s). If the student has completed more than 60% of the enrollment period, no Title IV aid needs to be returned.

Re-admission. A student who, having withdrawn from the College, wishes to return after a lapse of time may not be automatically readmitted but must apply for re-admission and be approved by the Admissions Committee. Students readmitted must fulfill the general education program, major requirements and any and all other requirements for the degree in effect at the time of their re-admission.

If the student is approved for a medical withdrawal and wishes to return to Wesleyan College at a later date, she must apply for re-admission. A full, current report from her physician must be sent to the Director of Health Services for evaluation, and a personal interview may be required before an application for re-admission is considered. Receipt of medical documentation does not automatically guarantee re-admission. The Admissions Committee will also take into consideration the student's college record.

Workload. A normal course load is between 12 and 17 semester hours during the fall and spring semesters. Permission must be given by the Registrar of the College to take more than 17 semester hours or less than 12 semester hours in a regular term. International students are required to maintain a minimum of 12 semester hours for the entire semester.

Students who wish to take 18 semester hours in a fall or spring semester must have a cumulative grade point average of at least 3.00 based on a minimum of 17 semester hours earned at Wesleyan College and must have the approval of the Registrar of the College. Students who wish to take 19 semester hours in a fall or spring semester

must have a cumulative grade point average of at least 3.00 based on a minimum of 30 semester hours at Wesleyan College and must have the approval of the Registrar of the College. Consult the business office for overload fees for hours above 18.

A student with 27 or fewer semester hours may not register for a 300- or 400-level course without permission of her advisor and the course instructor or chair of the department in which the course is being offered.

Attendance. Students are expected to be regular and punctual in attending classes, laboratories, private lessons, and college convocations. A student who is absent from any class may be penalized by the lowering of her grade in the course.

The semester begins with the first day of class according to the College calendar. The semester ends with the last day of the final exam week. Students are responsible for all absences from class, and it is the responsibility of the student to contact the professor about the possibility of making up work missed for any absence including field trips and athletic events authorized by the college. Students pursuing regular courses in art, music and theatre are required to attend and take part in programs, plays, or exhibitions scheduled by the faculty of the respective areas.

Academic Credit Options

Wesleyan College offers the following options for awarding academic credit where appropriate.

1. Credit for prior learning. Students who are enrolled in a degree program may earn a maximum of 15 semester hours of academic credit for prior, college-level learning experiences by submitting a portfolio documenting knowledge gained through such experience. Preparation of the portfolio, however, does not guarantee credit. The student must have attained the knowledge, competency, and/or analytical and synthesizing abilities equivalent to that which she would have gained in the college classroom. The portfolio consists of an autobiography, chronology, resume, statement of skills, and may include certificates, letters from employers or other experts, job descriptions, licenses, programs listing the student as a participant or conductor, or work samples.

Application is made through the office of the Provost of the College. Applicants work closely with a faculty evaluator from the appropriate discipline who will examine the portfolio and determine what, if any, further information or evaluation (tests, demonstration) may be needed to measure learning. The Portfolio Review Committee (three members of the Curriculum Committee chosen by the Provost of the College) in conjunction with the faculty evaluator and portfolio assessment officer make the decision on awarding of credit. Students must complete the portfolio within two semesters. Such credit is granted on a Credit/No Credit basis. Letter grades are not awarded. Certain fees apply.

2. Transfer Credit. A student may transfer up to 90 semester hours of credit from a regionally-accredited four-year institution. No more than 60 semester hours can transfer from a regionally-accredited junior or community college. International transcripts are evaluated on a case-by-case basis.

3. Credit by Examination. Wesleyan College has an established program for awarding credit by examination. The general conditions related to awarding credit, the applicable testing programs, and standards for awarding credit are outlined below.

General Condition for Credit By Exam

- A. A maximum of thirty (30) semester hours will be accepted from the combined sources of College-Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), Cambridge International Examinations (A-Levels), and Departmental Examinations.
- B. No student will be permitted credit by examination for a course after she has enrolled in the course.
- C. Credit earned by examination will be recorded on the student's record by course, course number, and semester hours earned. No grade or grade points will be assigned.

(1) Advanced Placement Program (AP) of the College Entrance Examination Board

AP Course	Score	Course Equivalent	Hrs
ART, ART HISTORY, & MUSIC			
Art, History of	3	ARH 126	3
Art, Studio (2D, 3D, Drawing)	3	ART 101*, 106*, or 108*	3
<i>*Note: Determination of equivalent for ART 101, 106, or 108 will be based upon portfolio review by Art faculty.</i>			
Music Theory	4	MUS 181	3

ECONOMICS

Economics (Macroeconomics)	3	ECO 102	3
Economics (Microeconomics)	3	ECO 104	3

ENGLISH

English Language and Comp.	3	ENG 101	3
English Literature and Comp.	3	ENG 111	3

HISTORY & POLITICAL SCIENCE

European History	3	HIS 210	3
Government & Politics: Comparative	3	POL 222	3
Government & Politics: U.S.	3	POL 115	3
U.S. History	3	HIS 130 or HIS 135	3
World History	3	HIS 120 or HIS 125	3

LANGUAGE

French Language or French Literature:	3	FRN 102	3
French Language or French Literature:	4	FRN 102 & 211	6
French Language or French Literature:	5	FRN 102, 211, & 212	9
German Language or German Literature:	3	GER 102	3
German Language or German Literature:	4	GER 102 & 211	6
German Language or German Literature:	5	GER 102, 211, & 212	9
Spanish Language or Spanish Literature:	3	SPA 102	3
Spanish Language or Spanish Literature:	4	SPA 102 & 211	6
Spanish Language or Spanish Literature:	5	SPA 102, 211, & 212	9

MATHEMATICS & COMPUTER SCIENCE

Calculus AB	3	MAT 205*	3
<i>*Note: MAT 205 credit will be awarded upon successful completion of MAT 206 with a grade of C or higher.</i>			
Calculus BC	4	MAT 205 & 206	6
Computer Science A	4	CSC 216*	3
<i>*Note: Student must master the language in CSC 216 to meet prerequisite for CSC 218.</i>			
Computer Science AB	4	CSC 216 & CSC 218	6
Statistics	3	MAT 220 or PSY 220	3

PSYCHOLOGY

Psychology	3	PSY 101	3
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SCIENCE

Biology	3	BIO 110 & 112*	8
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**Note: Student may enroll in BIO 203 with concurrent enrollment in CHM 101 or consent of department. Contingent upon passing BIO 203 or any upper-level biology course with laboratory, course credit will be given for BIO 110 & BIO 112. The student may choose not to accept the above course credits & placements at her discretion.*

Chemistry	4	CHM 101 & 102*	8
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**Note: Credit will be awarded upon successful completion of CHM 101L & CHM 102L or by successful completion of a higher-level laboratory-intensive course in chemistry.*

Environmental Science	4	ESC 150*	4
<i>*Note: Credit will be awarded upon successful completion of ESC 150 Lab or by successful completion of a higher-level laboratory-intensive course in environmental science.</i>			
Physics B	4	PHY 115*	4
<i>*Note: or, PHY 121 upon earning a grade of C or higher in PHY 122.</i>			
Physics C: Mechanics	4	PHY 121	4
Physics C: Electricity & Magnetism	4	PHY 122	4

(2) College-Level Examination Board (CLEP)

CLEP Exam	Score	Course Equivalent	Hrs
COMPOSITION & LITERATURE			
American Literature	50	ENG 211 & 212	6
Analyzing & Interpreting Lit.	50	ENG 111	3
English Composition: with optional essay	50	ENG 101	3
English Composition: without optional essay	50	ENG 101*	3*
<i>*Note: Credit will be awarded upon successful performance on a written essay graded by the Wesleyan faculty.</i>			
English Literature	50	ENG 201 & 202	6
Humanities	50	Elective	3
SCIENCE & MATHEMATICS			
College Algebra	50	MAT 130	3
Biology	50	BIO Elective	3
Chemistry	50	CHM 101 & 102	8*
<i>*Note: Credit will be awarded upon successful completion of CHM 101L & CHM 102L or a higher-level laboratory-intensive course in chemistry.</i>			
Calculus	50	MAT 205	3
College Mathematics	50	Elective	3
Natural Sciences	50	Elective	3
Precalculus	50	MAT 140	3
FOREIGN LANGUAGES			
French Language	50	FRN 101 & FRN 102	6
French Language	62	FRN 101, 102, 211, 212	12
German Language	50	GER 101 & GER 102	6
German Language	63	GER 101, 102, 211, 212	12
Spanish Language	50	SPA 101 & SPA 102	6
Spanish Language	63	SPA 101, 102, 211, 212	12
HISTORY & SOCIAL SCIENCES			
American Government	50	POL 115	3
History of the U.S. I	50	HIS 130	3
History of the U.S. II	50	HIS 135	3
Educational Psychology	50	Elective	3
Human Grow. & Develop.	50	PSY 240	3

Macroeconomics	50	ECO 102	3
Microeconomics	50	ECO 104	3
Psychology	50	PSY 101	3
Social Sciences & History	50	Elective	3
Sociology	50	Elective	3
Western Civilization I	50	Elective	3
Western Civilization II	50	Elective	3

BUSINESS

Financial Accounting	50	ACC 201	3
Business Law	50	BUS 310	3
Information Systems & Computer Applications	50	ACC 333	3
Management	50	BUS 315	3
Marketing	50	BUS 303	3

(3) International Baccalaureate (IB): (Score range 1-7)

Students who earned an International Baccalaureate Diploma at the conclusion of their high school curriculum are not required to take the SAT or ACT for admission to Wesleyan College.

Wesleyan College awards credit for all higher level and standard level International Baccalaureate (IB) courses for which it has a comparable program. To receive credit, students must earn a score of at least 4 on the examination for that course. Upon receipt of an IB transcript and college admission, students will be awarded up to 30 semester hours of academic credit, with course equivalencies to be determined by program directors in the appropriate disciplines and the registrar. Thirty hours is the maximum amount of credit a student may receive for all credit by examinations.

IB Course	Score	Course Equivalent	Hrs
GROUP 1			
Language A1	4	ENG 101 & 111	6
GROUP 2			
Language B	4	[Language]* 101 & 102	6
<i>*Chinese (Mandarin), French, German, Japanese, or Spanish</i>			
GROUP 3			
Business	4	BUS 105	3
Economics	4	ECO 102 & 104	6
History of Americas	4	HIS 130 & 135	6
History of Europe	4	HIS 120 & 125	6
Management	4	BUS 106	3
Psychology	4	PSY 101	3
GROUP 4			
Biology (SL)	4	BIO 110	4

Biology (HL)	4	BIO 110 & 112	8
Chemistry (SL)	4	CHM 101	4
Chemistry (HL)	4	CHM 101 & 102	8
Physics	4	PHY 115	4

GROUP 5

Further Mathematics (HL)	4	MAT 205 & 206	6
Mathematical Studies (SL)	4	MAT 130 & 192	6
Mathematics (SL)	4	MAT 140 & 192	6
Mathematics (HL)	4	MAT 140 & 205	6

GROUP 6

Music	4	MUS 150	3
Theatre	4	THE 110	3
Visual Arts	4	ARH 126	3

(4) Cambridge International Examinations (CIE): A-Levels

CIE	Grade	Course Equivalent	Hrs
Art	A, B, C*		
<i>*Note: Students who score C or higher are invited to submit a portfolio to the faculty in the art department for review. The student will be asked to write a two-page analysis of her work and to discuss the work with the art faculty, after which the faculty will determine the course(s), if any, for which the student may receive credit.</i>			
Biology	A, B, C	BIO 110 & 112	8
Business Studies	A, B	BUS 105	3
Chemistry*	A, B	CHM 101 & 102	8*
<i>Note: *Credit will be awarded upon successful completion of CHM 101L and 102L or upon successful completion of a higher-level, laboratory-intensive course in chemistry.</i>			
Economics	A, B	ECO 102 & 104	6
English	A, B	ENG 111	3
History	A, B	HIS Elective	3
Mathematics	A	MAT 205 & 206	6
Mathematics	B	MAT 205	3
Physics	A, B	PHY 115*	4*
<i>*Note: or, PHY 121 upon successful completion of PHY 122 with a grade of C or higher.</i>			
Politics and Government	A, B	POL Elective	3
Psychology	A, B, C	PSY 101	3
Spanish	A, B	SPA 211 & 212	6

(5) Departmental Examinations

With the permission of the faculty, a student may challenge a course(s) within the curriculum through departmental examination. Students seeking to challenge a course for credit should consult with the faculty member who teaches the course for the appropriate procedure. Credit earned through departmental examination is recorded as credit only. Neither a grade nor honor points is assigned to credit earned through a departmental challenge exam. Consult the Wesleyan College Catalogue for fees associated with course challenge.

Programs for Academic Enrichment

Academic Honors. Wesleyan College recognizes its students' superior academic work through the President's Scholars, the Provost's List, senior and sophomore honors, Junior Marshals, and through election to various campus honor societies.

President's Scholars. Full-time students who during one semester, including summer, pass all their courses and earn a grade point average of 4.00 are named as President's Scholars for the semester.

Provost's List. Full-time students who during one semester, including summer, pass in all their courses and maintain a grade point average of 3.50 to 3.99 are named to the Provost's List for the semester.

Sophomore Honors. Students who maintain a grade point average of 3.50 during their first two years of college work at Wesleyan are entitled to sophomore honors.

Senior Honors. Requirements for graduating with honors are:

summa cum laude

1. Attains a cumulative grade point average (GPA) of at least 3.90 for all work completed at Wesleyan and any work accepted for transfer credit; however, the student may not receive a higher honor at graduation than that merited by her academic performance at Wesleyan.
2. Completes at least 60 semester hours of graded course work at Wesleyan College.
3. Takes all courses for a grade with the exception of one course and those which may only be taken for Credit/No Credit.

magna cum laude

1. Attains a cumulative grade point average (GPA) of at least 3.70 for all work completed at Wesleyan and any work accepted for transfer credit; however, the student may not receive a higher honor at graduation than that merited by her academic performance at Wesleyan.
2. Completes at least 60 semester hours of graded course work at Wesleyan College.
3. Takes all courses for a grade with the exception of one course and those which may only be taken for Credit/No Credit.

cum laude

1. Attains a cumulative grade point average (GPA) of at least 3.50 for all work completed at Wesleyan and any work accepted for transfer credit; however, the student may not receive a higher honor at graduation than that merited by her academic performance at Wesleyan.
2. Completes at least 60 semester hours of graded course work at Wesleyan College.
3. Takes all courses for a grade with the exception of one course and those which may only be taken for Credit/No Credit.

For senior honors, grades accepted for transfer credit to Wesleyan will be computed in the cumulative GPA, but the student may not receive a higher honor at graduation than that merited by her academic performance at Wesleyan.

Wesleyan graduates with an undergraduate degree who return to Wesleyan for a second undergraduate degree, or students who come to Wesleyan for a second undergraduate degree from another regionally accredited institution, will continue adding to their previous GPA for cumulative hours.

Junior Marshals. Junior Marshals are selected during spring semester each year from full-time students in the rising Junior Class to serve as guides in the processional and recession at formal academic occasions in the next academic year. At the point of selection, candidates for Junior Marshal positions must have completed forty-five (45) hours of academic work, at least thirty (30) of which must be at Wesleyan College. The Provost of the College, the Registrar of the College, the Dean of Students and the Faculty Marshal comprise the selection committee. The committee may solicit information from Faculty and Student Affairs Staff as needed. Selection criteria include cumulative grade point average, proven leadership in student organizations as evidenced on the Co-Curricular transcript, and character traits including punctuality, reliability, and commitment.

Honors Programs. The Wesleyan College Honors Program focuses on student research mentored by faculty, and requires an honors thesis.

Admission Requirements for the College Honors Program:

1. A full-time student who began her college career at Wesleyan and who, at the end of her fourth semester at the college, has a 3.50 or higher cumulative grade point average may be invited to participate in the College Honors Program at that time. The student is invited by a letter from the Coordinator of the Honors Program and must reply to the Coordinator of Honors by the date specified in the letter.
2. A full-time student who transfers into Wesleyan from a regionally accredited college or university and achieves a grade point average of 3.50 or higher after 60 semester hours of academic work may request to join the Honors Program via an email to the Coordinator of Honors. Under certain circumstances, a student may appeal the Honors Program admission policies by contacting the College Provost.

Persistence in the Program: Honors Program student records will be examined at the end of every semester to assess each student's progress in the program, according to the following schedule:

- 60-89 semester hours: 3.50 cumulative grade point average*
- 90+ semester hours: 3.50 cumulative grade point average in both general scholarship and major courses

If a student's grade point average is below the requirement but above 3.00, the student will be placed on probation for one semester, during which time she can fully participate in the program. An Honors Program student may have only one probationary semester in which to raise her grade point average to the required level. If she is unsuccessful, she will be removed from the program. A student whose cumulative grade point average falls below 3.00 will be excluded from the Honors Program.

*Students who will complete the Honors Program in the 2014-2015 academic year will follow the requirements outlined in the *2013-2014 Wesleyan College Catalogue*.

The Senior Honors Thesis. To be eligible for the Senior Honors Thesis, a student must complete at least four courses within her major by the beginning of the spring semester of her junior year.* A student wishing to write

an honors thesis must consult with her major advisor and the Coordinator of Honors early during the spring semester of her junior year. She must submit an application and syllabus for XXX 499, designed with her advisor, to the director of her major program and the Coordinator of Honors no later than the end of the spring semester of the junior year.

During her senior year, an honors student will complete an honors thesis, constituting an in-depth exploration of some area within her major field. Involvement in the honors thesis will not exceed six semester hours, divided between her last two semesters, and will be noted on the student's transcript as XXX 499. (Note: There is a one-time course fee for XXX 499, which covers the costs of thesis binding and honors cords to be worn at commencement.) At the beginning of the fall semester of her senior year, a student should establish her thesis committee, and throughout the fall and spring semesters of senior year, students should meet regularly with their thesis advisor(s). Honors thesis hours need not count toward the maximum hours allowed in a major.

By the end of the fall semester of her senior year, the honors student shall submit her literature review, introduction, methods, and bibliography to her thesis advisor. One week before Celebrating Student Scholarship Day in spring semester, she should submit a complete first draft to her thesis committee. Students completing the honors thesis are required to present their findings to faculty and peers during Celebrating Student Scholarship Day. **The oral defense and the revised and signed thesis are due by Reading Day of spring semester.**

A candidate who fails to meet Honors Program requirements is transferred to candidacy for the regular degree.

*Students graduating in December should follow the modified schedule and checklist available on WesPortal, WesNet tab. These students should meet with their advisor(s) and the Coordinator of Honors during the second semester of their junior year to set up a schedule for the completion of their Honor Program requirements.

Honor Societies and Professional Fraternities

Alpha Kappa Psi. Alpha Kappa Psi, the first professional fraternity in business, was founded at New York University in 1904 and chartered at Wesleyan in 1989. Students with a business major or minor are eligible for membership. Members must have high moral character and satisfactory academic standing.

Alpha Lambda Delta. This national scholastic honor society recognizes outstanding academic achievement during the first year. Founded nationally in 1923, a chapter was established at Wesleyan in 1987. To be eligible for membership, first-year students must be enrolled full-time, earn a cumulative grade point average of 3.50 or better, and be among the top 20 percent of their class.

Alpha Psi Omega. This national honor society for students participating in theatre work has a Wesleyan chapter, Phi Psi. To be elected to membership, the student must have second semester junior standing and have demonstrated outstanding ability in theatrical activities.

Beta Beta Beta. Beta Beta Beta is a national honor society for biologists. Founded nationally in 1922, a chapter was established at Wesleyan in 1977. Rising juniors and senior biology majors are chosen on the basis of academic achievement, both in the major and in general scholarship.

Kappa Delta Epsilon. KDE, a national honor society in education, has a chapter at Wesleyan known as Alpha Omicron. Membership is open on invitation to students planning to teach. Invitation is based on an academic average of B and leadership qualities.

Kappa Mu Epsilon. KME, a specialized honor society in mathematics, established the Georgia Epsilon chapter at Wesleyan in 2010. KME was founded in 1931 to promote the interest of mathematics among undergraduate students. Its chapters are located in colleges and universities of recognized standing which offer a strong mathematics major. The chapters' members are selected from students of mathematics and other closely related fields who have maintained standards of scholarship, have professional merit, and have attained academic distinction.

Mortar Board. The Crown and Scepter chapter of Mortar Board was founded at Wesleyan in 1971. Mortar Board is a national senior honor society founded for the advancement of women. Membership is based on scholarship, leadership, and service, and is offered to a select group of rising seniors every spring.

Phi Kappa Phi. The Honor Society of Phi Kappa Phi is a national honor society recognizing academe achievement in all departments. The Wesleyan chapter was established in 1969. It seeks to stimulate scholarship in all fields of learning. Only those juniors who are in the upper 7.5 percent and seniors in the upper 10 percent of their classes may be considered for membership. Character and service are also considered.

Phi Sigma Iota. The International Foreign Language Honor Society began in 1917 at Allegheny College. The Sigma Omicron chapter of Phi Sigma Iota was established on the Wesleyan campus in 1966. The Society seeks to recognize outstanding achievement and abilities of students pursuing a curriculum which emphasizes foreign languages, literatures, and cultures. Students who have completed at least three semesters at Wesleyan, who have reached at least the fifth semester level of the foreign language they study, and who have a 3.00 average or better in the declared major/minor and in overall coursework are eligible for membership.

Pi Gamma Mu. Installed at Wesleyan in 1959, Pi Gamma Mu is a national honor society in social science. To be eligible, a student must have earned at least twenty semester hours in the social sciences with a B average and be in the upper 35% of her class.

Psi Chi. A chapter of Psi Chi, a national honor society in psychology, was established at Wesleyan College in 1980. To be eligible for membership, a student must have declared a major in psychology, completed eight semester hours of psychology, or six semester hours and registered for at least two semester hours in addition. Grade point averages of 3.267 in general scholarship and 3.3 in the major are required.

Convocations. The Wesleyan Convocation Series contributes to a strong academic atmosphere for students, faculty, and staff by bringing to the campus outstanding scholars and performers in varied areas and providing opportunities for meaningful community service. In addition to providing enrichment beyond classroom experiences, the Convocations also serve the purpose of providing a time for the entire campus community to meet together.

Clarification of Convocation Policy. Convocations contribute to the campus's academic atmosphere. This implies that events must foster student learning by complementing the curriculum, supporting the College's mission in terms of service, or contributing to the identity of the College community as a whole.

Definition of All-Campus Convocations

1. Ceremonial occasions celebrating the life and accomplishments of the Wesleyan community (Opening Convocation and Honors Day Convocation, for example) are All-Campus convocations.
2. Endowed lecture and lecture series (such as the Lamar Lecture Series, the Belk Lecture, and the Carnes Lecture) constitute All-Campus convocations.
3. Additional events will be considered for the All-Campus designation under the following circumstances:
 - a. sufficient slots remain on a semester's schedule to accommodate events other than those listed above (see "Procedures and Student Requirements," below)
 - b. an event supports the academic program and mission of the College
 - c. an event's topic or appeal extends to the interests and concerns of the Wesleyan community at large.

Definition of Spectrum Convocations

1. Like All-Campus convocations, Spectrum convocations contribute to the campus's academic atmosphere. Spectrum events must go beyond a conversation among students to include expertise not available within the general student population (faculty, staff, community members, etc.).
2. Spectrum convocations must be organized with a clear academic goal in mind.
3. Spectrum events must be open to all students. Club meetings and events designed for smaller groups of students (a class, for instance) are not appropriate for a Spectrum convocation.

Procedures and Student Requirements

1. To ensure that convocations fulfill their goal of providing gathering time for the Wesleyan community and to avoid diluting the population at each event, Wesleyan College shall offer no more than 40 convocations (All-Campus and Spectrum) per semester, of which no more than six shall be designated All-Campus.
2. Applications for All-Campus convocations must be submitted no later than two weeks before the end of classes of the previous semester. Applications will be reviewed, funding awarded, and a convocation calendar formulated at a meeting of the Programs and Exhibitions Committee before the beginning of each semester so that All-Campus convocations for that semester can be publicized. If a potential sponsor wishes to add an All-Campus event after the convocation calendar is published, the Programs and Exhibitions Committee will consider the request only if the event could not be planned by the due date, if the event is of extraordinary merit, and/or if the proposed convocation would substitute for another on the convocation schedule.
3. Applications for Spectrum convocations will be considered on a rolling basis until the designated number of convocation slots for a semester (40) has been reached. Applications for Spectrum convocations must be submitted no later than 30 days before the proposed event. The number of Spectrum convocations may exceed the designated number per semester only if an event is of extraordinary merit and/or it substitutes for another on the convocation schedule.

4. All full-time, day students (traditional and Encore) must attend a minimum of 8 convocations per semester, at least 3 of which are All-Campus convocations. Students studying abroad and Student Teachers are exempt for the semester during which they pursue these activities. Students admitted to the Bachelor of Science in Nursing program must attend a minimum of 4 convocations per semester, at least 2 of which are All-Campus convocations.
5. A student may count no more than two events in a single series (films, lectures, workshops, etc.) as convocation credit.
6. To earn convocation credit, students must be present for the entire event. Furthermore, students must behave professionally during the event. Activities (such as texting or talking on cell phones) that distract others and signal disrespect for speakers/presenters and audience will not be tolerated. Lack of adherence to these guidelines constitutes an Honor Code violation, and the student will not receive convocation credit for the event.
7. Students who do not attend the required number of convocations will be fined at the end of each semester.
8. Any materials purchased with funds from the Programs and Exhibitions Committee budget are the property of Wesleyan College and should be housed where they are accessible to the College community.
9. Student groups wishing to sponsor a convocation must obtain their faculty sponsor's approval prior to submitting the convocation request.

Instructional Technology Program. The objective of the Instructional Technology Program is to prepare women to live in the twenty-first century by teaching them to use the computer as a tool for learning, thinking, and communicating. To this end, the college offers courses in alternative electronic hybrid and online formats. Students in "hybrid" courses meet approximately half of the time in classroom or laboratory sessions and half of the time in collaborative online settings. Students in "online" courses interact predominantly through collaborative online means. Because some face-to-face interaction is essential for instructional continuity, electronic courses must involve a preterm meeting to orient students to the technology and requirements of online work. General education courses, which form the core of the Wesleyan liberal arts education, must conform to either a traditional or hybrid format.

Wesleyan College requires all full-time students to have a personal computer which meets minimum specifications. (For information or current specifications, contact the Director of Computer and Information Resources at 478-757-5125.)

Wesleyan is committed to providing students with the opportunity to use technology appropriate for their field of study. Students have access to both private e-mail and access to WesPortal, the College's intranet. The use of the systems must comply with the College's network policy which fully supports the EDUCOM Code for the protection of software and intellectual rights.

Wesleyan College provides students with (Wi-Fi) wireless network connection throughout the campus. These connections afford students the opportunity to browse the Internet, conduct research, and develop an appreciation for the ever-changing world of digital information.

Several computer laboratories and electronic classrooms are available for specialized activities such as scanning, statistical analysis, multimedia development, multimedia presentations, and Web page creation. Most courses

involve direct use of computer and web-based resources. The Jenzabar learning management system facilitates sharing course resources, grading, bulletin-board and chat-based discussions. Students have access to electronic databases and Georgia inter-library loans and downloads as well as extensive use of virtual exploration programs and electronic simulations.

Information Technology Assistants are available to provide computer support and training.

Transfer, Dual Degree and Articulation Agreements. Wesleyan College provides programs that, under certain conditions, facilitate student transfers from several junior colleges in Georgia and North Carolina. Current articulation agreements include Andrew College, Georgia Military College, and Louisburg College. For more information, contact the Registrar's Office.

Students enrolled in Wesleyan College's Dual-Degree Engineering program will negotiate their transfer and completion of the program with Auburn University, Georgia Institute of Technology, or Mercer University. Wesleyan College provides a Dual-Degree Engineering advisor to students who seek this opportunity.

Under limited conditions, Mercer University and Wesleyan College allow their students to cross-register for courses at each other's institution. Contact the Registrar's Office for approval before considering this option.

Study Abroad Programs. The International Study Abroad and Exchange Program of Wesleyan College provides outstanding academic opportunities. These programs extend the boundaries of our campus, widen our educational horizon, and encourage personal and academic growth through semester, summer, or year-long studies in a variety of countries.

Wesleyan College is an associate member of the International Education of Students (IES) consortium which provides access to a wide range of institutionally approved international programs in popular destinations around the world. Wesleyan College is also a member of MISEN (Methodist International Student Exchange Network) which provides access to international programs in the MISEN network. Wesleyan College also has direct exchange agreements through the Business Education Initiative with Queen's University in Northern Ireland and with the following institutions:

Sookmyung Women's University, South Korea
Ewha Woman's University, South Korea
Osaka University, Japan
Hiroshima Jogaquin University, Japan
Guangzhou University, People's Republic of China

Additionally, Wesleyan College has a Memorandum of Understanding to promote academic collaboration and exchanges with South China Normal University in Guangzhou and Guangzhou University, People's Republic of China.

Wesleyan College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate degrees and master's degrees. Neither Sookmyung Women's University, Ewha Woman's University, Osaka University, South China Normal University, Guangzhou University, nor Queen's University (Belfast, Northern Ireland) herein referred to as partner institutions is accredited by the Commission on Colleges,

and the accreditation of Wesleyan College does not extend to or include these partner institutions nor its students. Although Wesleyan College accepts certain course work in transfer toward a credential from the partner institutions, or collaborates in other ways for generation of course credits or program credentials, other colleges and universities may or may not accept this work in transfer, even if it appears on a transcript from Wesleyan College. This decision is made by the institution subsequently considering the possibility of accepting such credits.

Eligibility and Requirements. Undergraduate students must have a 3.00 cumulative grade point average, sophomore standing or greater, be in good academic standing, and have the initial approval of their academic advisors and program directors.

Each student preparing for international study abroad is required to participate in an orientation session the semester before the international program begins and make a presentation after she returns to Wesleyan. The orientation session explores observing other cultures, language learning outside of the classroom, journal writing, as well as practical health, safety, and financial concerns. Students are expected to keep a journal of their experiences to share with the Wesleyan community following their return home.

Credits and Transcripts. Course pre-approval will be coordinated by the Study Abroad Committee through the student's academic advisor, the Provost of the College, and the Registrar of the College.

Application. Application for study abroad must be made on forms provided by the Study Abroad Center in Tate Hall. All students must submit a Wesleyan International and Study Abroad application with a \$50 deposit. Our cooperative agreement programs may require additional applicant fees or deposits. Applications will be available by early December.

The application for a direct exchange includes a letter of recommendation from the student's academic advisor. The application process may be competitive, and all application materials are due by February 1. Students will be notified as soon as possible regarding their acceptance and placement.

Program Costs and Financial Aid. The cost of each institutionally approved international program varies. Program costs are dependent upon the student's financial aid and the type of program in which the student enrolls. Students may apply for the Royal Endowed Scholarship for Study Abroad. Contact the Study Abroad Office for more information about the royal Endowed Scholarship for Study Abroad. Other scholarships are provided by IES, Phi Kappa Phi, and the Benjamin A. Gilman International Scholarship Program. Contact the Office of Financial Aid for more information about these scholarships.

Transportation. Students are responsible for making their own travel arrangements.

Insurance, Passports, and Visas. Students are required to show proof of medical insurance for the duration of the program. For international study, this insurance should include both medical evacuation and repatriation benefits. The purchase of special insurance policies might be required by participating host institutions and consortia. Students are responsible for obtaining or renewing their passports and securing proper visas for international study. Each student must submit evidence of a valid passport before receiving final approval. For further information, please contact the Academic Study Abroad Director at Studyabroad@wesleyancollege.edu.

Internship Programs. Wesleyan College's Internship Program is a significant component of Wesleyan's overall academic curriculum. Through the Wesleyan Internship Program, students are able to relate theory to actual practice, reflect upon issues and concepts related to their experience, and gain valuable work experience while continuing their academic program.

Two levels of practical experience carry corresponding course descriptions. For the beginning student, a lower division course, Field Study 199, serves as an introduction to special areas in a career in which a student is interested. Consisting primarily of observation, the 199 exploratory internship allows the student to obtain a broad overview of a potential career while receiving credit for the experience. Field Study 452 is a more detailed program through which students with substantial relevant coursework obtain knowledge of a career and the opportunity to develop specific competencies necessary for entry level employment in that field.

Variable academic credit is permitted for internships, but no more than twelve semester hours of field study credit will be counted toward the fulfillment of graduation requirements. **During any given semester, one semester hour of academic credit earned equals a minimum of 48 hours dedicated to internship activities, 2 credit hours equals 96 activity hours, 3 credit hours equals 144 activity hours, and so on.** A student may not register for more than twelve semester hours of internship credit in a semester. Students who register for a 12-hour extended internship must also register for a three-semester-hour graded course at Wesleyan College.

To ensure the academic quality of the internship experience, interns work closely and meet regularly with faculty sponsors who eventually evaluate the students' performance, consulting periodically with the on-site supervisors. Field studies are evaluated on a Credit/No Credit basis. Please note that students may obtain field studies/internships in areas outside their academic major. They must, however, show evidence of a satisfactory, acceptable course base in the area in which they hope to intern.

Applications for field studies/internships may be obtained from WesPortal, WesNet tab, Registrar's Office section, and all internships *must be approved by the student's academic advisor, program director, faculty sponsor, field supervisor, and Director of Career Services.* The internship application must be completed and signed by all parties prior to submission to the Registrar's Office.

Writing Center. The Writing Center is available to all students who need help improving their writing skills in general or enhancing a piece of writing in particular. Students may schedule appointments or drop in to work with trained peer tutors. The Writing Center is located in The Learning Commons on the ground floor of Olive Swann Porter Student Life Center.

Academic Center. The Academic Center is designed to assist students in attaining their academic goals through counseling and tutoring for undergraduate students. Group workshops and individual sessions are held throughout the academic year in addition to special topic convocations providing students with information about academic and personal success. Peer tutoring is available by appointment. The Academic Center is located in The Learning Commons on the ground floor of Olive Swann Porter (OSP) Student Life Center and is open 24 hours a day/7 days a week for student use. Students find the Academic Center useful for individual or group studying, computer and printer use, and SmartBoard access. Contact the Director of Student Success for questions regarding Academic Center Services.

Student Disability Services. Wesleyan College is committed to equal education and full participation for all students. The Office of Student Disability Services, located within the Academic Center on the ground floor of the Olive Swann Porter Building, is committed to supporting students with disabilities in their academic, social, and emotional success. The Director of the First Year Experience and Students in Transition offers confidential counseling for academic issues and serves as the Coordinator of Disability Services.

If a student with a disability wishes to receive academic or service adjustments (accommodations), it is the responsibility of the student to inform The Director of the First Year Experience and Students in Transition and provide current documentation **prior** to the first day of class for the semester the student wishes to receive accommodations. To continue to be considered for accommodations, a student must register with the Student Disability Services no later than the end of the drop/take period **each semester**. Documentation from a qualified medical professional must include the specific diagnosis attributing to the disability, how the diagnosis was determined, and effects the disability will have on the student's collegiate life. Accommodations will be determined on an individual basis according to specific student needs.

If the documentation meets the requirements, the Director will approve reasonable accommodations and notify the student in writing of this approval. If the documentation does not meet the requirements, additional information or contact with the medical professional may be required. The student is then expected to identify herself and present documentation, provided by the Student Disability Services, to the appropriate staff or faculty member within the first week of the semester to determine a contract for which the accommodations will be administered. The student will then return the contract to the Student Disability Services within the first two weeks of the semester. Accommodations that decrease the integrity of a course or activity on campus will not be approved.

Any individual who feels that she has been denied appropriate accommodations, access, or been discriminated against on the basis of disability, can file a complaint using the College's Student Complaint Process which can be found in *the Wesleyanne: Student Handbook*.

Willet Memorial Library. The Lucy Lester Willet Memorial Library offers a variety of print and electronic resources to support student research and the College curriculum. The library's strong liberal arts core collection includes more than 140,000 books, 33,900 microforms, and more than 500 print and online periodical subscriptions. The library provides extensive electronic resources, including more than 100 databases containing periodical indexing, full-text journals and reference works supporting a full range of curricular programs. Many of these are available through the statewide GALILEO (Georgia Library Learning Online) project. Through Wesleyan's membership in the Georgia Private Academic Libraries (GPALS) consortium, students can enjoy access to the library collections of 20 other academic libraries in the state in addition to being able to borrow materials from libraries nationally *via* interlibrary loan. Professional librarians offer reference and research assistance, workshops, and other learning opportunities designed to foster information-literacy skills for academic success and life-long learning. Library hours before and during holidays may change. Hours for holidays and summer session are posted on the Library's website: www.wesleyancollege.edu/library.

Accounting

The Department of Business and Economics offers several programs that provide special opportunities for students who are interested in careers in business and related fields. The programs in business benefit from endowments by the estate and family of the late D. Abbott Turner who was a prominent leader in business and civic affairs in Georgia and a trustee of Wesleyan. These endowments help provide Wesleyan students with instruction, equipment, and special activities that add an important dimension to the educational process.

The D. Abbott Turner Program in Business Management includes three major curriculum alternatives: the major in business administration, the major in accounting, and the major in international business. The department also offers a major in economics and an interdisciplinary major in advertising and marketing communication.

The department has an expanded minor curriculum program with minors in accounting, business management, economics, and finance. A Business Management Certificate is offered as well.

The department sponsors lectures, conferences, seminars, and research which promote entrepreneurship and business career opportunities for women. These activities provide students with the opportunity to discuss significant issues and experiences with successful women from the business community. A lecture series offers topical special lectures and convocations with prominent leaders in business and government.

Major Requirements: Bachelor of Arts in Accounting. The accounting major requires that the student complete 64 hours of course work in specified areas of essential business topics and advanced accounting subjects. The accounting major serves as initial preparation for students wishing to pursue the Certified Public Accountant (C.P.A.) designation as well as other professional accounting designations (Certified Management Accountant, Certified Internal Auditor, the Certified Financial Planner, Certified Fraud Examiner, *et cetera*).

In order to be eligible for the C.P.A., 30 additional semester hours are required beyond the 120 semester hours needed for graduation. Students graduating with an accounting major will typically have more than 120 semester hours, but may not have the 150 semester hours needed to become a C.P.A.

Five student learning outcomes for the required courses in the accounting major have been identified:

- I. understanding the fundamental concepts of business;
- II. understanding the economic and financial dimensions of accounting;
- III. understanding the collection, organization, and analysis of business and the use of computers in decision-making;
- IV. developing knowledge in one advanced area of accounting; and
- V. integrating knowledge previously gained and developing experience in application of knowledge, research, and critical thinking.

Three goals in liberal studies are met through selection of appropriate general education courses:

- I. understanding the historical and political context of business;
- II. developing an awareness of the dimensions of human behavior as individuals and in organizations;
- III. understanding the issues in philosophy and values which influence the business environment.

The requirements for the accounting major and the goal that each fulfills are as follows:

I. BUS 105 Contemporary Business	3 hours
or BUS 106 Business and Society	3 hours
BUS 303 Principles of Marketing	3 hours
BUS 315 Principles of Management	3 hours
II. ECO 102 Issues in Macroeconomics	3 hours
ECO 104 Issues in Microeconomics	3 hours
ECO 205 Principles of Finance	3 hours
III. ACC 201 Financial Accounting: Concepts and Applications	3 hours
ACC 202 Principles of Managerial Accounting	3 hours
BUS 128 Computer Applications	3 hours
MAT 192* Introduction to Mathematical Reasoning	3 hours
MAT 220 Statistical Methods	3 hours
<i>*Student may take MAT 192, 200, 205, 206 or any higher-level MAT course.</i>	
IV. ACC 321 Intermediate Accounting I	3 hours
ACC 322 Intermediate Accounting II	3 hours
ACC 323 Cost Accounting	3 hours
ACC 324 Tax Accounting	3 hours
ACC 333 Business Information Systems	3 hours
ACC 432 Auditing	3 hours
BUS 310 Business Law	3 hours
<i>Choose 2 courses (6 hours) from:</i>	
ACC 328 Fraud Examination	3 hours
ACC 396 Special Topics in Accounting	3 hours
ACC 397 Special Topics in Accounting	3 hours
ACC 423 Intermediate Accounting III	3 hours
ACC 431 Advanced Accounting	3 hours
ACC 433 Government and Not-For-Profit Accounting	3 hours
ACC 452 Field Study	3 hours
V. BUS 488 Business Policy Seminar	3 hours
BUS 475 Portfolio Seminar	1 hour

Integrative Experience: The student learning outcome of integrating knowledge is met with the requirement of BUS 475 portfolio Seminar. This course provides a forum for accounting majors to discuss, analyze, and critique and prepare a senior portfolio documenting their integrative experience. The student will reflect upon the interdisciplinary nature of her courses of study including the general education experience and their relationship to her accounting major. This course includes the formal presentation of a portfolio documenting these experiences.

Pre-Professional Development: Three hours of internship are required of all accounting majors for graduation, but many students desire to do more. Numerous internship opportunities are often available for accounting majors, and students quickly realize the benefits of being exposed to and working in their possible fields of interest. It is not uncommon for an internship to lead to a job offer.

Some of the sponsors who have welcomed Wesleyan interns in accounting in recent years have included Ernst & Young; the Volunteer Income Tax Assistance IRS Program; and McNair, McLemore, and Middlebrooks, CPAs.

Minor Requirements: Accounting. A minimum of 18 hours distributed as follows:

ACC 201 Financial Accounting: Concepts and Applications	3 hours
ACC 202 Principles of Managerial Accounting	3 hours
ACC 321 Intermediate Accounting I	3 hours
ACC 322 Intermediate Accounting II	3 hours
Two additional ACC courses at or above the 300 level	6 hours

Postgraduate Opportunities. The accounting degree prepares students for a profession and a career and also provides for immediate employment. Consequently, although some graduates pursue a masters program, many enter the work force immediately following graduation. Recent graduates are working for Ernst and Young, the Georgia State Department of Audits, and other businesses. Those who have recently chosen to pursue graduate degrees have pursued their masters degrees at Georgia State University, Ohio State University, and other schools offering masters degrees.

Accounting (ACC) Course Descriptions

201: Financial Accounting: Concepts and Applications.

Goal: To give the student an appreciation and understanding of recording and accounting for business transactions.

Content: An introduction to the fundamentals, practices, and procedures of financial accounting. Covers the basic financial accounting concepts, the accounting cycle, and financial statement preparation.

Taught: Fall.

Credit: 3 hours.

202: Principles of Managerial Accounting.

Goal: To give the student a basic working knowledge of the underlying principles of managerial accounting.

Content: Study of process costing, product costing, and various methods of analysis for decision making such as cost-volume-profit analysis. Also, study of various quantitative methods useful to management in controlling inventory, estimation costs, and coping with uncertainty. Focus on accounting reports used by management.

Taught: Spring.

Prerequisite: ACC 201.

Credit: 3 hours.

205: Principles of Finance.

Goal: To acquaint students with the principles and institutions of financial and capital markets, and with the financial operations of a business firm.

Content: Study of basic financial principles with an emphasis on interest rate determination in competitive market economies, the capital asset pricing model and operation of securities markets.

Taught: Fall.

Prerequisite: ACC 201, ECO 102 or 104, MAT 220, and BUS 128

Credit: 3 hours; cross-listed as ECO 205.

321: Intermediate Accounting I.

Goal: To enable the student to evaluate and develop a system of understanding accounting theory and practice in preparation for advanced accounting topics and academic and career opportunities.

Content: An intensive study of financial accounting functions and basic theory of accounting with emphasis on financial statement preparation and measurement of assets and liabilities.

Taught: Fall.

Prerequisite: ACC 201 and 202.

Credit: 3 hours.

322: Intermediate Accounting II.

Goal: To help students become familiar with and understand the theory underlying accounting reports, the required content and disclosure in financial statements and reports, and to recognize errors in the preparation of reports in applications of theory and principles.

Content: A continuation of BUS 321. Study of accounting for current liabilities, long-term liabilities, intangibles, corporate capital, retained earnings, and property, plant and equipment.

Taught: Spring.

Prerequisite: ACC 321.

Credit: 3 hours.

323: Cost Accounting.

Goal: To provide a comprehensive coverage of fundamental concepts and techniques within the area of cost accounting.

Content: Focus on the different types of costs and their interrelationships. Strong emphasis on problem solving with the use of concepts covered in the text and in-class lecture material. Computer concepts also covered.

Taught: Fall. Alternate years.

Prerequisite: ACC 201 and 202.

Credit: 3 hours.

324: Tax Accounting.

Goal: To teach the student a working knowledge of individual income taxation, enabling her to prepare a complete, accurate, and reasonably complex individual income tax return.

Content: Determining taxable income, deductions, adjustments, exemptions, and other important tax concerns for individuals and small businesses.

Taught: Fall. Alternate years.

Credit: 3 hours.

328: Fraud Examination.

Goal: To provide students with an understanding of the theory and practice of fraud examination including a study of the common types and incidence of occupational frauds and various methods of internal controls to help prevent and detect fraud.

Content: A study of the principles and methodology of fraud detection and deterrence, including a study of the factors leading to fraud, as well as indicators of fraud. The course will include such topics as skimming, cash larceny, check tampering, disbursement schemes, billing schemes, payroll and reimbursement schemes.

Taught: Spring. Alternate years.

Prerequisite: ACC 201

Credit: 3 hours

333: Business Information Systems.

Goal: To understand how firms plan, build, and implement systems to process accounting information necessary to the business.

Content: A study of the fundamentals of business data processing techniques and systems. Technological advances and their effects on business are discussed.

Taught: Spring.

Prerequisite: ACC 201

Credit: 3 hours; cross-listed as BUS 333.

396, 397: Special Topics in Accounting.

Goal: To provide an opportunity for exploration of a topic not offered as part of the established curriculum. A student may take no more than six semester hours in special topics courses.

Content: Examination of special topics, problems, or issues in accounting that seem particularly relevant to student needs and interests. Announced annually.

Taught: Offered occasionally.

Prerequisite: Dependent on topic.

Credit: 3; 3 hours.

423: Intermediate Accounting III.

Goal: To help the student understand the complex theory and procedure required in the preparation of financial statements.

Content: A continuation of ACC 321 and ACC 322. Study of accounting for dilutive securities, earnings per share, leases, pensions, deferred income taxes, statement of cash flows, revenue recognition, error corrections, and accounting changes.

Taught: Offered occasionally.

Prerequisite: ACC 321 and ACC 322.

Credit: 3 hours.

431: Advanced Accounting.

Goal: To help the student understand accounting and reporting problems underlying inter-corporate investments, multinational operations, and partnerships.

Content: Advanced study in accounting principles and special problem areas. Topics include partnerships, combined corporate entities, and consolidations.

Taught: Spring. Alternate years.

Prerequisite: ACC 321, ACC 322, and ACC 423.

Credit: 3 hours.

432: Auditing.

Goal: To help the student understand the duties and responsibilities of the independent auditor in examining and reporting on the financial statements of a business organization.

Content: A closer look at the audit environment and examination of the moral, ethical, and legal responsibilities of the independent auditor. A study of the central concepts of internal control and the methods and procedures used by the auditor to evaluate the accounting system, to assess its strengths and weaknesses, and accordingly develop

an appropriate audit program. An examination of the major types of transactions of a business which are measured, aggregated and summarized in conventional financial statements. An analysis of the disclosures required in financial statements of publicly held companies and various types of reports issued by auditors.

Taught: Spring. Alternate years.

Prerequisite: ACC 321.

Credit: 3 hours.

433: Government and Not for Profit Accounting.

Goal: To teach the student the complex theory and procedures involved in accounting for government and not-for-profit entities.

Content: Accounting for state and local governmental entities will be examined. Also, the accounting theory and procedures used by non-for-profit schools, health and welfare organizations, and hospitals will be discussed.

Taught: Fall. Alternate years.

Prerequisite: ACC 201.

Credit: 3 hours.

451: Directed Independent Study.

Goal: To provide the student with the opportunity for independent study, under careful supervision, of significant topics in accounting selected in consultation with the instructor.

Content: Varies.

Taught: Fall, Spring, and Summer.

Prerequisite: Adequate course work for the topic selected.

Credit: 1-6 hours.

452/199: Field Study.

Goal: To provide the student with intensive, specialized work experience in the area of accounting.

Content: Observation and participation in the work of accounting professionals.

Taught: Fall, Spring, and Summer.

Prerequisite: Adequate course work for the placement selected and permission of the faculty advisor; approval of the Director of Career Development.

Credit: 1-9 hours.

499: Honors Thesis. (Fee required)

Advertising & Marketing Communication

The interdisciplinary major in Advertising & Marketing Communication prepares students for careers in advertising, graphic design, marketing, and media sales. It includes courses in business, communication, and graphic design and culminates in a capstone course that integrates the liberal arts and the interdisciplinary major.

The overarching goal of this curriculum is to provide the student with a thorough understanding of the advertising and marketing communication field, including a firm foundation in the application of visual and textual thinking in actual projects and presentations, as well as a broad understanding of the content and principles of business, communication, and graphic design.

The student learning outcomes of the major are for the student to:

- I. demonstrate competency in preparing a marketing campaign in the Advertising & Marketing Communication major.
- II. achieve a working knowledge of the elements and principles of design and of their persuasive and informative capabilities.
- IV. develop the ability to write technically and persuasively.
- V. develop the ability to orally present and defend a creative solution for an AMC-related project.

Major Requirements: Advertising & Marketing Communication. The major program requires a total of 39 hours of course work from the following:

<i>Business Administration Courses, Required:</i>	<i>(9 hours)</i>
BUS 105 Contemporary Business	3 hours
or BUS 106 Business and Society	
BUS 303 Principles of Marketing	3 hours
BUS 306 Advertising Strategy	3 hours
 <i>Choose one of the following:</i>	 <i>(3 hours)</i>
BUS 105 Contemporary Business	3 hours
BUS 106 Business and Society	3 hours
BUS 315 Principles of Management	3 hours
ACC 201 Financial Accounting: Concepts and Applications	3 hours
 <i>Communication Courses, Required:</i>	 <i>(9 hours)</i>
COM 202 Public Speaking	3 hours
COM 215 Introduction to Media Studies	3 hours
COM 340 Persuasion	3 hours
 <i>Graphic Design Courses, Required:</i>	 <i>(12 hours)</i>
ART 101 Drawing	3 hours
or ART 106 Understanding Images	
ART 225 Graphic Design	3 hours
ART 275 Digital Photography	3 hours
ART 340 Intermediate Graphic Design	3 hours

<i>Upper Level Electives, Choose one of the following:</i>	<i>(3 hours)</i>
ART 440 Portfolio Building: Graphic Design	3 hours
BUS/COM 300-level course or higher	3 hours
ART/BUS/COM 452 Internship	3 hours

<i>Capstone Course/Integrative Experience, Required:</i>	<i>(3 hours)</i>
AMC 470 Senior Project/Integrative Experience in Advertising & Marketing Communication	3 hours

Integrative Experience. The integrative experience is achieved through the AMC 470 course, Senior Project/Integrative Experience in Advertising & Marketing Communication. In this course, the students are asked to draw on their General Education and major experiences as they work as a team to develop a written marketing plan and supporting graphic design materials for a local business or nonprofit organization. The final plan, market research, and supporting designs are presented to the client in a formal presentation at the end of the semester.

Pre-Professional Development. The AMC 470 capstone course in the Advertising Marketing and Communication major is designed to function as a working ad agency. This provides pre-professional development by giving each student a real world marketing experience through the development of a marketing project for a real business or nonprofit organization. Professional aspects of this project include: working within a team atmosphere, learning to work for and meet the needs of a client, and employ learned theory and skills of graphic design, marketing research and planning, and public relations. These criteria are met by developing a researched based marketing plan, supporting graphics materials, and culminate with a professional presentation to the client.

Advertising & Marketing Communication (AMC) Course Descriptions

470: Senior Project/Integrative Experience in Advertising & Marketing Communication.

Goal: To provide the student with the opportunity to complete an advertising and/or marketing communication project into which she will incorporate skills and knowledge acquired in general education courses.

Content: The students will work as a team in the development of a marketing project. A real business or organization is secured as a client for the team. Throughout the term, the students meet and work with the client periodically as they develop the project independently and as group. At the end of the semester, the students make a formal presentation to the client as in a business setting.

Taught: Spring.

Prerequisites: ART 340, COM 340, BUS 306.

Credit: 3 hours.

American Studies

American Studies offers two interdisciplinary seminars that focus on leadership and the development of leadership skills. Admission to the seminars is limited to those selected for either the Atlanta Semester or Summer Leadership Institute programs. Consult with the Provost of the College for more information.

American Studies (AMS) Course Descriptions

305: Atlanta Semester Seminar. (Note: Atlanta Semester is not available in 2014-2015.)

Goal: To provide an academic foundation for the living/learning community of students who are selected to participate in a semester-long leadership development program in Atlanta, Georgia.

Content: This seminar will introduce students to the history, economy, government, and culture of Georgia and will prepare them to be fully engaged in their internship activities. Wesleyan faculty in the four aforementioned disciplines will develop and direct modular components of the course.

Taught: Fall, Spring, Summer.

Prerequisite: Application to and selection by the Atlanta Semester Committee. A student is required to register for and complete this course during the semester in which she participates in the Atlanta Semester Program. Students must be in good financial, academic, and judicial standing at the time of application and at the time of departure to Atlanta.

Credit: 3 hours, letter graded.

440: Leadership Seminar.

Goal: To provide students with hands-on experience in planning and leadership in case studies undertaken after advance reading and during the course of the seminar.

Content: The case-study and venue will vary.

Taught: Annually.

Prerequisite: Application and selection by the Summer Leadership Institute Committee.

Credit: 1 hour, CR/NC.

452: Field Study (Atlanta Semester Internship). (Note: Atlanta Semester is not available in 2014-2015.)

Goal: To offer the student an opportunity for a workplace experience.

Content: Practical work in various academic disciplines.

Taught: Fall, Spring, Summer.

Prerequisite: Application to and selection by the Atlanta Semester Committee.

Credit: 6, 9, or 12 hours, CR/NC.

Art History

The art history program offers both broad and specialized courses in the study of the visual arts. An appreciation of the importance of the visual arts within cultures is fundamental to the understanding of the meaning of works of art. The development of analytical skills, critical judgment, and personal expression acquired in the study of art history prepares a student for professional and further scholarly pursuits.

The art history program of study involves lecture/discussion, seminar, and studio courses, providing the student with the opportunity to develop creativity and analytical skills, thus combining the educational goals of the liberal and fine arts.

The student learning outcomes for the major in Art History are:

- I. a broad knowledge of major stylistic and aesthetic developments in areas of art history;
- II. a familiarity with the lives of artists and their work;
- III. an understanding of the relationship of art to life and culture; and
- IV. the language, visual, and research skills necessary for critical evaluation and judgment of works of art.

Major Requirements: Art History. A major in art history requires 45 hours of course work from the following:

<i>I. Core Requirements</i>	<i>(9 hours)</i>
ART 106 Understanding Images	3 hours
ART 108 Concepts in Sculpture	3 hours
ARH 126 The Critical Eye	3 hours
<i>II. Intermediate Course Requirements</i>	<i>(9 hours)</i>
ARH 216 Art of the Spirit	3 hours
ARH 230 Masterpiece	3 hours
ARH 235 Outside the Mainstream	3 hours
<i>III. Advanced Course Requirements</i>	<i>(12 hours)</i>
ARH 325 Greek and Roman Art	3 hours
ARH 326 Art of the Middle Ages	3 hours
ARH 327 Renaissance Art	3 hours
ARH 354 Women's Issues in Contemporary Art (cross-listed with WST 354)	3 hours
<i>IV. Pre-Professional Development</i>	<i>(3 hours)</i>
ARH 452 Field Study	3 hours
<i>V. Senior Capstone / Integrative Experience</i>	<i>(3 hours)</i>
ARH 405 Senior Art History Seminar	3 hours
<i>VI. Cognates</i>	<i>(9 hours)</i>
Required: Three courses from the Business, Scholarly, or Visual Studies Track	

A. The Business Track is for students who are interested in further study and careers in museum and gallery administration, reproductions and retailing, art sales, antiques dealing, art appraisal, and auction house work.

Choose three courses:

ACC 201 Financial Accounting	3 hours
ART 225 Graphic Design	3 hours
BUS 303 Principles of Marketing	3 hours
BUS 310 Business Law	3 hours
BUS 315 Principles of Management	3 hours
COM 202 Public Speaking	3 hours

Also recommended: SPA 211, 212

B. The Scholarly Track is for students interested in advanced study and careers in museum curatorship and education, publishing, art librarianship, historic preservation, government agencies (such as National Endowment for the Humanities or National Endowment for the Arts), aesthetics and criticism.

Choose three courses:

ART 275 Digital Photography	3 hours
BUS 315 Principles of Management	3 hours
COM 300 Gender and Communication (cross-listed as WST 300)	3 hours
HIS 210 The West in the Classical Age	3 hours
PHI 314 Medieval Thought	3 hours
POL 330 State and Local Politics and Policy	3 hours
REL 251 Religions of India or China	3 hours

Strongly recommended: FRN 211, 212 or SPA 211, 212.

C. The Visual Studies Track is for students interested in advanced study and careers in teaching, art conservation, museum and gallery work.

BUS 303 Principles of Marketing	3 hours
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In addition to BUS 303, choose one 200-level and one 300-level course in the same studio area:

ART 221 Painting and ART 350 Intermediate Painting	6 hours
ART 241 Sculpture and ARH 318 Intermediate 3D studio	6 hours
ART 250 Traditional and Digital Printmaking and ART 338 Intermediate Printmaking	6 hours
ART 275 Digital Photography and ART 360 Documentary Photography	6 hours

Strongly recommended: SPA 211, 212.

Students will follow the outlined curriculum. Substitutions may not be made for required courses. In addition, students are required to attend lectures, exhibition openings, and workshops provided by the art department as an essential part of the educational experience.

A recommended sequence of courses for the student majoring in art history is shown below:

First Year: ART 106; ART 108; ARH 126

Second Year: ARH 216, 230, 235

Third Year: Three courses from ARH 325, 326, 327, 354, 452

Fourth Year: ARH 405; Two course from ARH 325, 326, 327, 354, 452

Second, Third or Fourth Year: 9 hours from the chosen cognate area.

Integrative Experience. The integrative experience is achieved in the studio art major through ARH 405 Senior Art History Seminar.

Pre-Professional Development. The Pre-Professional Development requirement is met in the ARH 452 Internship or Field Study.

Minor Requirements: Art History. A minor in art history requires 18 hours of course work from the following:

1. Core Requirement: ARH 126;
2. Intermediate Requirements: Two courses from ARH 216, 230, 235; and
3. Advanced Requirements: Three courses from ARH 325, 326, 327, 354.

Art History (ARH) Gen. Ed. Course Descriptions

126: The Critical Eye.

Goal: To look critically at famous and fascinating works of art. To develop skills in the analysis, comparison, connoisseurship, iconography, and critical judgment of art. To improve writing skills.

Content: Monuments of art and architecture to 1600. Methods of analysis and structures of writing.

Taught: Annually.

Gen. Ed. Category: Developing; writing; (FA)

Credit: 3 hours.

216: Art of the Spirit.

Goal: To study the traditional and contemporary arts of Asia and Africa. To develop analytical, writing, research, and speaking skills by working on art historical problems and cultural topics and presenting the results in class.

Content: The arts of Asia and Africa, critical methodology of art history. The theme of the course, "Art of the Spirit," refers to the freedom of mind and soul expressed in the arts of these continents.

Taught: Alternate years.

Gen. Ed. Category: Expanding; Diverse & Interdependent World; (FA)

Credit: 3 hours.

230: Masterpiece.

Goal: To study monuments of European art. To develop analytical, writing, research, and speaking skills by working on art historical problems and presenting the results in class. To improve writing skills.

Content: Monuments of European art from 1600 to 1900, critical methodology of art history. Methods of analysis and structures of writing.

Taught: Alternate years.

Gen. Ed. Category: Developing; Writing Competency; (FA)

Credit: 3 hours.

235: Outside the Mainstream.

Goal: To celebrate the diversity of American art from an unusual point of view and to focus on artists working outside the mainstream. To develop analytical, critical, research, writing, and speaking skills.

Content: Topics range from Native American art to the Harlem Renaissance, from feminist art to outsider art; art historical methodology.

Taught: Alternate years.

Gen. Ed. Category: Exploring; Historical Events and Phenomena; (FA)

Credit: 3 hours.

327: Renaissance Art.

Goal: To acquire an understanding of the aims and achievements of the Italian Renaissance and the relationship to contemporary developments beyond the Alps. To relate art to the major political, economic, theological, cultural and social events of the time. To approach the study of art from different perspectives.

Content: Study of art and architecture in the Italian and Northern Renaissance. Study of the social, political, and intellectual contexts of the Renaissance.

Taught: Annually.

Gen. Ed. Category: Synthesizing; (FA)

Credit: 3 hours.

354: Women's Issues in Contemporary Art.

Goal: To acquire an in-depth understanding of the art of our own time from the beginning of the twentieth century to the present through the eyes and hands of women artists. To acquire a familiarity with contemporary issues facing women in the 20th and 21st centuries through the study of art. To interpret the art of women as a revelation of the soul and expression of deep feelings as well as a commentary on feminist issues.

Content: Study of the global art of women in the 20th and 21st centuries.

Taught: Annually.

Gen. Ed. Category: Expanding; Women's Experiences; (FA)

Credit: 3 hours; cross-listed as WST 354.

Art History (ARH) Other Course Descriptions**291: Directed Independent Study.**

Goal: To provide an opportunity for intermediate-level independent study.

Content: Independent work of interest to the student and approved by the instructor and program director.

Taught: Fall, Spring.

Prerequisites: Permission of instructor and program director.

Credit: 1-6 hours

325: Greek and Roman Art.

Goal: To acquire a knowledge of the artists, monuments and works of art of the civilizations of Greece and Rome. To gain an understanding of the patterns of stylistic development, of the historical and cultural significance of major monuments and political sources of iconography, and to acquire the ability to discuss and analyze works of architecture, statuary, relief sculpture, vase painting, mosaic, metal work, and wall painting from both periods.

Content: Study of art and architecture from the rise of Greek civilization to the fall of the Roman Empire.

Taught: Alternate years.

Credit: 3 hours.

326: Art of the Middle Ages.

Goal: To acquire an understanding of the characteristics of the art historical style periods between the fall of the Roman Empire and the emergence of the Renaissance. To gain the ability to recognize and trace the influence of the classical tradition and the break with that tradition. To gain a knowledge of the role of the church and liturgy in the development of religious monuments and decoration, including monastery and church buildings, sculpture, illuminated manuscripts, painted icons, mosaics, wall paintings, church furnishings, and stained glass.

Content: Study of art and architecture from the rise of the Early Christian and Byzantine, through the Early Medieval, Romanesque, and Gothic periods.

Taught: Alternate years.

Credit: 3 hours.

396, 397: Special Topics in Art.

Goal: To offer the student opportunities to pursue fields of study outside traditionally offered courses.

Content: An in-depth examination of a special area of art. Topics offered vary from time to time. A student may take no more than two special topics courses.

Taught: Offered occasionally.

Prerequisite: Depends on course content.

Credit: 3 hours.

405: Senior Art History Seminar.

Goal: Concentration on art historical issues on an individual basis.

Content: The student develops a thesis paper, usually about 25 pages in length, which contains illustrations, is bound, and a copy is placed in the library. The topic is of the student's own choosing, and is based on a specific issue or problem in art history. Additionally, students in the seminar take field trips to museums and galleries, and work on a secondary project, also of their choosing.

Taught: Spring.

Prerequisite: Completion of all courses through the junior level.

Credit: 3 hours

451: Directed Independent Study.

Goal: To allow the student to explore a field of study not covered in the regular course structure. To allow a concentrated course of study for the serious and independent student.

Content: Independent work in any of the specialized art history or studio art areas.

Taught: Offered occasionally.

Prerequisite: Permission of instructor and program director.

Credit: 1-6 hours.

452/199: Field Study.

Goal: To offer the student the opportunity to explore real-life training with local businesses.

Content: Student-initiated field studies in any of the specialized art history or art areas.

Taught: Offered occasionally.

Prerequisite: Permission of the faculty sponsor and art faculty.

Credit: 1-12 hours.

499: Honors Thesis. (Fee required)

Studio Art

The student who studies art should expect to experience new forms of visual expression and creative thought. The art program offers a solid foundation in studio techniques and concept development. Personal artistic and intellectual growth is encouraged. The student is provided with skills for a professional career as an artist, photographer, illustrator, and graphic designer. Students may design an arts management program by double majoring in art and business. This course of study prepares the student for a position as a museum or gallery administrator, or art consultant. Art students interested in advertising may double major in studio art and advertising and marketing communication.

Major Program: Studio Art. The College offers a program of study leading to the Bachelor of Arts degree with a major in studio art. In the studio art major, students can concentrate in one of the following areas: painting, drawing, ceramics, computer graphics, photography, sculpture or printmaking.

The student learning outcomes for the major in Studio Art are for the student:

- I. to achieve a working knowledge of visual elements and principles;
- II. to learn how to analyze works of art;
- III. to gain an understanding of the processes of art in various media;
- IV. to develop personal expression in one or more art medium; and
- VI. to acquire a basic knowledge of movements in art history.

Major Requirements: Studio Art. A major in studio art requires a total of 48 hours of course work from the following:

<i>I. Core Foundations</i>	<i>(15 hours)</i>
ART 101 Drawing	3 hours
ART 106 Understanding Images	3 hours
ART 108 3-D Design	3 hours
ART 201 Figure Drawing	3 hours
ARH 126 The Critical Eye	3 hours
 <i>II. Fundamental Studio Processes</i>	 <i>(12 hours)</i>
ART 221 Painting	3 hours
ART 225 Graphic Design	3 hours
or ART 250 Traditional & Digital Printmaking	
ART 231 Ceramics	3 hours
or ART 241 Sculpture	
ART 275 Digital Photography	3 hours
 <i>III. Art Historical Context</i>	 <i>(6 hours)</i>
<i>Choose one course from:</i>	
ARH 216 Art of the Spirit	3 hours
ARH 230 Masterpiece	3 hours
ARH 235 Outside the Mainstream	3 hours

Choose one course from:

ARH 325 Greek & Roman Art	3 hours
ARH 326 Art of the Middle Ages	3 hours
ARH 327 Renaissance Art	3 hours
ARH 354 Women's Issues in Contemporary Art	3 hours

IV. Advanced Study (12 hours)

(3 of the 12 hours must be at the 400 level)

ART 300 Intermediate Drawing	3 hours
ART 318 Intermediate 3D Studio	3 hours
ART 338 Intermediate Printmaking	3 hours
ART 340 Intermediate Graphic Design	3 hours
ART 350 Intermediate Painting	3 hours
ART 360 Documentary Photography	3 hours
ART 385 Studio Photo: Portrait & Product	3 hours
ART 400 Portfolio Building: Drawing	3 hours
ART 418 Portfolio Building: 3D	3 hours
ART 438 Portfolio Building: Printmaking	3 hours
ART 440 Portfolio Building: Graphic Design	3 hours
ART 450 Portfolio Building: Painting	3 hours
ART 460 Portfolio Building: Photography	3 hours

V. Senior Capstone / Integrative Experience / Pre-Professional Development (3 hours)

ART 408 Senior Studio Seminar	3 hours
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In addition:

1. In the spring semester of her sophomore year, each student is required to exhibit her works in the sophomore review.
2. Each senior student is required to have an exhibition of her work.
3. Students are required to attend lectures, exhibition openings, and workshops provided by the art department as an essential part of the educational experience.
4. Students are encouraged to become involved in internships.

Students will follow the outlined curriculum. Substitutions may not be made for required courses. A recommended sequence of courses for the student majoring in studio art is shown below:

First Year: ART 101; ART 106; ART 108; ARH 126.

Second Year: ART 201; ART 221; 225 or 250; 231 or 241; 275.

Third Year: ARH 354; Six hours from ART 300, 318, 338, 340, 350, 360, 385, 400, 418, 438, 440, 450, 460.

Fourth Year: ART 408; Six hours from ART 300, 318, 338, 340, 350, 360, 400, 418, 438, 440, 450, 460.

Second, Third or Fourth Year: One art history elective from ARH 325, 326, or 327.

Integrative Experience. The integrative experience is achieved in the studio art major through ART 408 Senior Studio Seminar. In this course each student develops a written, extended artist's statement which exemplifies the exploration of connections between her art making in her discipline with both her general education and with the

world outside the classroom. The statement is included in her exhibition catalogue and orally presented during her artist's lecture.

Pre-Professional Development. In choosing a studio art major a student has demonstrated the desire to develop a career as a working artist. The Pre-Professional Development requirement is met in the ART 408 Senior Studio Seminar by creating and exhibiting a professional body of work, producing an accompanying exhibition catalogue and presenting a lecture on the subject of her art. Professional aspects of this career include: developing a disciplined methodology for studio art production, developing the skill and confidence to speak and write about her art making, and learning to professionally present her work in a gallery setting.

Minor Requirements: Studio Art. The goals of the studio art minor are:

1. to achieve a working knowledge of visual elements and principles;
2. to learn how to analyze works of art;
3. to gain an understanding of the processes of art;
4. to develop personal expression in at least one art medium; and,
5. to acquire a basic knowledge of movements of art history.

A minor in studio art requires 18 hours of course work from the following:

1. ART 101;
2. ART 106 or ART 108;
3. Two courses from ART 201, 221, 225, 231, 241, 250, 275;
4. One course from ART 300, 318, 338, 340, 350, 360, 385, 400, 418, 438, 440, 450, 460; and
5. One course from the following art history electives: ARH 126, 216, 230, 235, 325, 326, 327, 354, 396, 397.

Minor Requirements: Photography. The goals of the minor in Photography are:

1. to achieve a working knowledge of digital, and nontraditional photographic processes;
2. to learn how to analyze photographic imagery;
3. to acquire an understanding of the power of the photographic image in fine art, commercial art, and popular culture.

A minor in Photography requires 18 hours of course work from the following:

1. ART 275, ART 360, and ART 385;
2. Three courses from ART 225, ART 250, ARH 354, ART 460, COM 242, and COM 325.

Auditing Studio Art Classes. A student wishing to audit a studio art class may register for the class only at the end of the drop/add period and with the written permission of the instructor teaching the course. Consult the tuition and fees section of the Catalogue for costs.

Independent Study in Art. Students must consult with an art faculty member prior to registering for an

Independent Study. The goals and objectives of the Independent Study project must be outlined. The Independent Study may not substitute for regular art classes. ARH and ART 451 may be taken only when substantial course work at the 100, 200, and 300 level has been completed.

Postgraduate Opportunities. The program offers a sound foundation for a wide variety of careers in the fine and commercial arts and for further scholarly pursuits. Recent graduates are working as professional artists, gallery directors, art teachers, newspaper photographers, and computer graphics specialists.

Resources for Non-Majors. All Wesleyan students are welcome to take any of the Art Department's course offerings with the exception of ARH 405 and ART 408 which are the senior seminar courses for majors.

The Wesleyan College Art Club is open to all students and encourages everyone with an interest in the field to participate. The Art Club sponsors the Annual Wesleyan College Student Art Exhibition. This exhibition is open to all students with numerous awards presented in a variety of categories.

Art exhibitions are presented regularly on the Wesleyan campus. The Cowles Myles Collier East Gallery of Porter Auditorium features exhibits by national, regional, and local artists. The West Gallery of Porter Auditorium showcases the College's permanent collection. Additional exhibits and student work can be seen in the gallery of the Valeria McCullough Murphey Art Building.

Art (ART) Gen. Ed. Course Descriptions

101: Drawing.

Goal: To develop competence and confidence in the ability to draw. To organize perceptions in a logical and analytical manner. To explore a variety of media and paper surfaces.

Content: The elements, materials, and aesthetics of drawing.

Taught: Fall, Spring.

Gen. Ed. Category: Exploring; Thinking & Expressing Creatively; (FA)

Credit: 3 hours.

106: Understanding Images.

Goal: An introduction to two-dimensional design used to provide a formal structure for the study of visual images. Students will learn the use of visual elements (line, shape form, texture, value, color, pattern) and principles (composition, unity, variety, emphasis, contrast, rhythm, motion, etc.) In an analytical study of images from art and culture.

Content: Works of art will be formally analyzed. Visual meaning in images will be evaluated by studying the artist's intentions and stylistic execution.

Taught: Annually.

Gen. Ed. Category: Exploring; Thinking & Expressing Creatively; (FA)

Credit: 3 hours.

108: 3-D Design.

Goal: An introduction to the techniques and concepts of three-dimensional design used in the making of sculpture. Students will learn to analyze works of art - their own and those of contemporary artists - using design principles. Students will learn to utilize some of the art methods discussed in class in making their own work. By moving freely from the classroom to the studio, students will gain an understanding of the rich correlations between developing ideas and content and making art works.

Content: Contemporary sculptures will be discussed and analyzed. Students will make artworks of their own, and then discuss how effective their studio projects are in terms of the assignment and the design principles. Students

will also analyze objects and artworks in written form.

Taught: Fall, Spring.

Gen. Ed. Category: Exploring; Thinking & Expressing Creatively; (FA)

Credit: 3 hours.

225: Graphic Design.

Goal: To understand the methods of commercial art through the use of the computer. To work through the design stages, working with type, layout, photographic art and drawn images. To understand the persuasive and informative nature of design.

Content: Projects in the field of graphic design. Use of computer drawing, painting, image manipulation and page-layout programs.

Taught: Annually.

Gen. Ed. Category: Exploring; Thinking & Expressing Creatively; (FA)

Credit: 3 hours.

231: Ceramics.

Goal: to introduce students to various methods of construction with clay. To develop safe and proper studio practices. To explore the aesthetic and functional aspects of the medium. To explore textural and color possibilities of surface.

Content: understanding clay as an art medium. Technical instruction in hand building, throwing, and glaze experimentations with various clay bodies and firing processes.

Taught: Fall, Spring.

Gen. Ed. Category: Exploring; Thinking & Expressing Creatively; (FA)

Credit: 3 hours.

241: Sculpture.

Goal: To learn various approaches to making sculpture. To explore the techniques and materials of sculpture and to develop creatively.

Content: Instruction in plaster, clay, stone carving, wood-working, steel welding, and assembling found materials. Review of the sculptural works of numerous twentieth-century artists.

Taught: Annually.

Gen. Ed. Category: Exploring; Thinking & Expressing Creatively; (FA)

Credit: 3 hours.

250: Traditional and Digital Printmaking.

Goal: To explore a variety of traditional, digital, and photographic printmaking processes and to learn to combine them together in the execution of creative imagery. To understand the differences between commercial reproductions and fine art original prints. To develop a basic control of printing processes and employ the computer as a tool for creative visual expression in the development of fine art multiples.

Content: an introduction to traditional printmaking processes and digital image creation/manipulation methods, digital printing, and digital/photographic printmaking techniques.

Taught: Annually.

Gen. Ed. Category: Exploring; Thinking & Expressing Creatively; (FA)

Credit: 3 hours.

275: Digital Photography.

Goal: To develop visual communication skills through the study of the history of photography and the use of the digital camera. To understand the artistic and journalistic uses of photography, to understand how the camera relates to and differs from the human eye, to learn the basic operations of the digital camera and enlarger, and to control contrast and composition in a photograph.

Content: Introduction to digital photography with special emphasis on photography as fine art, documentary, and journalistic photography using the digital camera.

Taught: Fall, Spring.

Gen. Ed. Category: Exploring; Thinking & Expressing Creatively; (FA)

Credit: 3 hours.

Art (ART) Other Course Descriptions**201. Figure Drawing.**

Goal: To give the student a complete understanding of the human form, in terms of drawing accuracy, structure, and form.

Content: Basic experiences in drawing the figure, beginning with the understanding of gesture and progressing through the development of the human form in space.

Taught: Annually.

Prerequisite: ART 101.

Credit: 3 hours.

221: Painting.

Goal: To introduce the painting process and the concepts of value, color, and paint surface. To incorporate all aspects of visual thought and technique in producing compositions. To express oneself in terms of paint and color.

Content: An introduction to the materials and techniques of painting; the application of contemporary thought and personal experiences to the process of painting. Students work on exercises and finished works in oil paint and oil pastel.

Taught: Annually.

Prerequisite: ART 101 or permission of instructor.

Credit: 3 hours.

291: Directed Independent Study.

Goal: To provide an opportunity for intermediate-level independent study.

Content: Independent work of interest to the student and approved by the instructor and program director.

Taught: Fall, Spring.

Prerequisites: Permission of instructor and program director.

Credit: 1-6 hours.

300: Intermediate Drawing.

Goal: To allow students to further develop their skills in drawing with a concentration on the use of color and a variety of media.

Content: Students will be introduced to techniques and media beyond those of introductory drawing with an emphasis on experimentation.

Taught: Annually.

Prerequisites: ART 101.

Credit: 3 hours.

318: Intermediate 3-D Studio.

Goal: To allow for personal growth in one of the three dimensional media. To develop expressive content and to improve technical ability within a particular medium.

Content: The student will work in the studio in the medium of her choice, with the guidance of the instructor. The student will work with the instructor to develop goals for achievement and meet individually once a week to discuss ideas, development and progress. Monthly group critiques will be held to assess improvement and to suggest new directions. This course may be repeated once for a total of six hours.

Taught: Annually.

Prerequisites: ART 108, and ART 231 or 241.

Credit: 3 hours.

338: Intermediate Printmaking.

Goal: To allow for personal growth and advanced work in traditional and digital printmaking processes. To develop and effectively communicate through visually expressive content, critically analyze fine art print, and improve technical ability.

Content: The student will work with the instructor to develop personal goals for achievement focusing on experimentation with a variety of printmaking processes. Individual and group critiques will be held to assess the progress of student projects and to analyze concepts and strategies.

Prerequisites: ART 250: Traditional and Digital Printmaking.

Taught: Annually

Credit: 3 hours.

340: Intermediate Graphic Design.

Goal: To allow for personal growth and advanced work in computer graphic design, layout, typography, and image creation and manipulation. To develop, and effectively communicate through visually expressive content, critically analyze design, and improve technical ability.

Content: Working through the design process, students will use drawing, image manipulation, and page layout programs in the execution of creative projects in the field of graphic design. Group and individual critiques will be held to assess the progress of student projects and to analyze concepts and strategies.

Taught: Annually.

Prerequisites: ART 225: Graphic Design.

Credit: 3 hours.

350: Intermediate Painting.

Goal: To allow for personal growth and advanced work in painting. To develop expressive content and to improve technical ability.

Content: The student will work with the instructor to develop personal goals for achievement. The student will focus on experimentation with various media. The student will work under the guidance of the instructor and meet regularly to assess progress, concepts and strategies. Group critiques will be held.

Taught: Annually.

Prerequisite: ART 101.

Credit: 3 hours.

360: Documentary Photography.

Goal: To expose students to the history of important documentary photographic works that have altered society. Each student will develop a body of photographs that documents a selected subject. Students will expand their technical facility with photographic processes.

Content: The student will work with the instructor to develop personal goals for achievement. The student will meet regularly with the instructor and will participate in group critiques and lectures.

Taught: Annually.

Prerequisite: ART 275.

Credit: 3 hours.

361: Elementary Arts: Curricula and Methods.

Goal: To familiarize students with the process of creative development in elementary school children. To introduce students to various philosophies in support of the inclusion of the visual arts in the general curricula. To present art production methods and materials appropriate to specific age groups of school children.

Content: The study of art education philosophies, rationales, goals, media, methods and materials appropriate in the grades K-5.

Taught: Annually.

Credit: 3 hours.

385: Studio Photo: Portrait & Product.

Goal: Students will learn the skills required for professional portrait and product photography.

Content: This course offers the experience of photographing in an interior studio setting. The students will expand their knowledge of the use of the digital camera, studio lighting, subject positioning, and product placement.

Taught: Annually.

Prerequisite: ART 275.

Credit: 3 hours.

396, 397: Special Topics in Art.

Goal: To offer the student opportunities to pursue fields of study outside traditionally offered courses.

Content: An in-depth examination of a special area of art. Topics offered vary from time to time. A student may take no more than two special topics courses.

Taught: Offered occasionally.

Prerequisite: Depends on course content.

Credit: 3,3 hours.

400: Portfolio Building: Drawing.

Goal: To allow for personal growth and advanced work in drawing. To develop expressive content and to improve technical ability.

Content: The student will work with the instructor to develop personal goals for achievement. The student will focus on content development through one medium. The student will work under the guidance of the instructor and meet regularly to assess progress, concepts, and strategies. Group critiques will be held.

Taught: Annually.

Prerequisite: ART 101, 300.

Credit: 3 hours.

408: Senior Studio Seminar.

Goal: to enable the student to complete her A.B. degree senior art exhibition and to develop the skill and knowledge of discussing and analyzing works of art through the writing component.

Content: Seminar for the A.B. degree candidate in the studio arts. Emphasis will be on the development of the student's senior art exhibition with a writing component.

Taught: Spring.

Prerequisites: Senior standing. Candidate for A. B. degree.

Credit: 3 hours

418: Portfolio Building: 3-D.

Goal: To allow for personal growth and advanced work in a three dimensional medium. To develop expressive content and to improve technical ability with a particular medium.

Content: The student will work in the studio with the medium of her choice, with the guidance of the instructor. The student will work with the instructor to develop goals for achievement and meet individually once a week to discuss ideas, development and progress. Monthly group critiques will be held to assess improvement and to suggest new directions.

Taught: Annually.

Prerequisite: ART 318.

Credit: 3 hours

438: Portfolio Building: Printmaking.

Goal: To allow for personal growth and advanced work in traditional and digital printmaking processes. To develop and effectively communicate through visually expressive content, critically analyze fine art print, and improve technical ability.

Content: The student will work with the instructor to develop personal goals for achievement focusing on experimentation with a variety of printmaking processes. Individual and group critiques will be held to assess the progress of student projects and to analyze concepts and strategies.

Taught: Annually.

Prerequisite: ART 338: Intermediate Printmaking.

Credit: 3 hours

440: Portfolio Building: Graphic Design.

Goal: To allow for personal growth and advanced work in computer graphic design, layout, typography, and image creation and manipulation. To develop, and effectively communicate through, visually expressive content, critically analyze design, and improve technical ability.

Content: Working through the design process, students will use drawing, image manipulation, and page layout programs in the execution of creative projects in the field of graphic design. Group and individual critiques will be held to assess the progress of student projects and to analyze concepts and strategies.

Taught: Annually.

Prerequisite: ART 340: Intermediate Graphic Design.

Credit: 3 hours.

450: Portfolio Building: Painting.

Goal: To allow for personal growth and advanced work in painting. To develop expressive content and to improve technical ability.

Content: The student will work with the instructor to develop personal goals for achievement. The student will focus on content development through one medium. The student will work under the guidance of the instructor and meet regularly to assess progress, concepts and strategies. Group critiques will be held.

Taught: Annually.

Prerequisite: ART 350.

Credit: 3 hours.

451: Directed Independent Study.

Goal: To allow the student to explore a field of study not covered in the regular course structure. To allow a concentrated course of study for the serious and independent student.

Content: Independent work in any of the specialized art history or studio art areas.

Taught: Offered occasionally.

Prerequisite: Permission of instructor and program director.

Credit: 1-6 hours.

452/199: Field Study.

Goal: To offer the student the opportunity to explore real-life training with local businesses.

Content: Student-initiated field studies in any of the specialized art history or art areas.

Taught: Offered occasionally.

Prerequisite: Permission of the faculty sponsor and art faculty.

Credit: 1-12 hours.

460: Portfolio Building: Photography.

Goal: To expose students to the history of important photographic works. Each student will develop a professional photographic portfolio. Emphasis will be placed on content development. Students are encouraged to investigate the impact of contemporary aesthetic and social theory including postmodernism and politics of representation.

Content: The student will work with the instructor to develop personal goals for achievement. The student will meet regularly with the instructor and will participate in group critiques and lectures.

Taught: Annually.

Prerequisite: ART 360 or ART 385.

Credit: 3 hours.

499: Honors Thesis. (Fee required)

Asian Studies

Asian Studies

The Asian Studies minor provides students with a foundational understanding of the politics, history, economy, and culture of the region, with particular emphasis on East Asia, as well as intermediate proficiency in one of its major languages. Asian Studies minors are encouraged to take advantage of Wesleyan's study abroad offerings in Asia, as well as the rich cultural programming offered through the Wesleyan College Confucius Institute. Students who graduate with a minor in Asian Studies will be able to pair this course of study with studies in their major field to be prepared for a number of graduate programs and career options.

Minor Requirements: Asian Studies (21 hours)

<i>Required</i>	<i>(3-9 hours)</i>
CHN 212 (Intermediate Chinese)	0-6 hours
or JPN 212 (Intermediate Japanese)	0-6 hours
HIS/POL 396 Modern East Asia	3 hours
 <i>Category A: Asian History and Politics*</i>	 <i>(6 hours)</i>
AST 296--Special Topics	3 hours
AST 396--Special Topics	3 hours
HIS 120 Early Civilizations	3 hours
HIS 125 Emerging Modern World	3 hours
HIS 305 Empires and Diaspora	3 hours
POL 222 Comparative Politics	3 hours
POL 335 Politics of the Developing World	3 hours
TRA 240, 242, 244, or 246**	3-4 hours
 <i>Category B: Asian Culture *</i>	 <i>(6 hours)</i>
ARH 216 Art of the Spirit	3 hours
AST/PHI 210 Readings in Philosophy***	3 hours
AST/ENG 205 Perspectives on World Literature***	3 hours
AST 297 Special Topics	3 hours
AST/COM 384 Seminar in Rhetorical Studies***	3 hours
AST 397 Special Topics	3 hours
REL 251 Religions of India and China	3 hours
TRA 240, 242, 244, or 246**	3-4 hours
 <i>Additional courses from A and B, above, to total 21 hours.</i>	 <i>(9 hours)</i>

*At least one course from A or B must be 300-level or higher.

**Each TRA course may count in only one category, and must include travel to an Asian country.

***ENG 205, PHI 210, and COM 384 will occasionally be offered without sufficient Asian content, at which times they will not be cross-listed as Asian Studies courses.

Asian Studies (AST) Gen. Ed. Course Descriptions

205: Perspectives on World Literature.

Goal: Through close reading and discussion of literature from primarily non-Western cultures, students explore such topics as the legacy of colonialism in world literature, challenges of cross-cultural literary analysis, and strategies writers use to shape their identities or engender social change. Students will identify issues arising from increasingly complex global connections; analyze how components such as socio-economic status, ethnicity, race, and religion shape beliefs and behaviors; and communicate and interact effectively across cultures.

Content: Each semester this class selects a particular perspective from which to consider authors' use of creative writing to address issues in their lives and the lives of their communities. Such perspectives may include a particular geographical region, cultural phenomenon, or component of writers' identity (for example, African literature, globalization, or expatriated writers).

Taught: Alternate years.

Prerequisite: WIS 102 and one Exploring general education course.

Gen. Ed. Category: Expanding; Diverse & Interdependent world; (HUM)

Credit: 3 hours; cross-listed as ENG 205.

Asian Studies (AST) Other Course Descriptions

210: Readings in Philosophy.

Goal: To introduce students to the sorts of questions and issues discussed in philosophical texts and the ways in which philosophers discuss these questions and issues. To help students develop their own skills in the reading and analysis of philosophical texts.

Content: Writings from one, two, or three different significant philosophers in the Western tradition. If the course focuses on the work of one philosopher, students and faculty will read together a significant part of that philosopher's work. If the course covers more than one philosopher, students and faculty will consider the philosophers' different approaches to a particular philosophical theme or set of themes. Representative topics might include Chinese philosophy, philosophy and the everyday, or Existentialism.

Taught: Annually.

Credit: 3 hours; cross-listed as PHI 210.

296, 297: Special Topics in Asian Studies.

Goal: To provide an opportunity for exploration of a topic not offered as part of the established curriculum or to explore in greater detail a subject covered by another course.

Content: An in-depth examination of a special topic in Asian Studies. Topics vary. A student may take no more than six semester hours in special topics courses.

Taught: Offered occasionally.

Prerequisite: Depends on course content.

Credit: 3,3 hours.

384: Seminar in Rhetorical Studies.

Goal: To study a topic in rhetorical theory, criticism, or public discourse. Topics will vary. Representative topics might include the history of rhetorical theory, American public discourse, classical Taoist rhetoric, Feminist rhetoricians, or study of a rhetorical scholar.

Content: Readings and discussion of relevant texts. Papers, exams or other assignments relevant to the topic.

Taught: Alternate years.

Prerequisite: One COM course or permission of instructor.

Credit: 3 hours; cross-listed as COM 384.

396, 397: Special Topics in Asian Studies.

Goal: To provide an opportunity for exploration of a topic not offered as part of the established curriculum or to explore in greater detail a subject covered by another course.

Content: An in-depth examination of a special topic in Asian Studies. Topics vary. A student may take no more than six semester hours in special topics courses.

Taught: Offered occasionally.

Prerequisite: Depends on course content.

Credit: 3,3 hours.

Biology

New technologies and new ideas have contributed to making the biological sciences one of the most explosive areas of modern intellectual pursuit. The study of biology is rich in history and our modern understanding of the living world is predicated on centuries of observations, analysis, debate, and reassessment and reinterpretation of previous discoveries. The biology program seeks to challenge students to explore the living world and to use the study of biology as a means to develop their full cognitive potential. The program embraces the philosophy that to understand science, a student must participate actively in the scientific process. Understanding and engaging in the scientific method within the context of the life sciences prepares the student to succeed in graduate study in an area of specialization, health professional schools, a technical career, or science education. Students may choose courses best suited to meet their vocational goals within the larger structure of a curriculum designed to insure breadth of experience.

Major Program. The biology program balances instruction in "content" and "process" with active participation on the part of all students in research projects throughout their undergraduate careers. This research-driven curriculum has at its base an initial three course sequence comprising two semesters of introductory biology followed by a semester of scientific methodology and experimental design. The first course, "Principles of Biology I: Biological Processes," provides a solid foundation in the study, scope, and processes of biology, including basic biochemistry, cell biology, genetics, ecology, evolution, and population biology. The second course, "Principles of Biology II: Diversity of Biological Systems," applies a comparative approach to understanding the evolutionary basis for biological classification of organisms, continuity and diversity in the various kingdoms of life, and the central features of plant and animal physiology. The third course, "Research Methods in the Biological Sciences," immerses the student in the actual practice of science. In this course, students actively practice the scientific method by observing natural phenomena, asking questions, formulating alternative hypotheses, designing and instrumenting controlled experiments to test their hypotheses, carrying out these experiments by collecting and analyzing data, drawing conclusions from their experimental results, presenting their findings in written and oral forms, defending their procedures and results, and critically evaluating the work of others.

Nearly all upper-level coursework in biology draws upon this platform of practical experience and knowledge by requiring students to design and carry out experimental extensions of their laboratory exercises. Upper-level courses span subprograms, organism, population, and integrative biology. Most students choose to participate in collaborative research with faculty members during their college careers. Due to the highly integrative nature of modern biology, coursework in chemistry, physics, and mathematics is also required. A capstone experience is provided by the Senior Integrative Exercise in Biology, in which the student integrates her knowledge of biology and other academic disciplines to research and present a focused interdisciplinary topic in an open forum.

The goals of this curriculum are to graduate biology majors who can demonstrate a rich understanding of the current content and subject area of the biological sciences, who can apply a firm foundation of practical experience with the scientific method to actual research projects, and who can present themselves and their work in professional settings.

Department faculty can be contacted to help with initial course selection and the development of a long-range plan for course sequencing. Aspirants to medical, dental, allied health and veterinary schools must satisfy the specific entry requirements for those schools. Biology majors contemplating a career in Allied Health (e.g., Nursing,

Physician's Assistant, Medical Technologist, Physical Therapist) should complete both BIO 210 and BIO 211 in order to meet professional school requirements for a two-semester sequence in Human Anatomy and Physiology.

Major Requirements for Biology. A minimum of 59 semester hours, including the following:

36 semester hours of Biology, including at least three 300-level Biology courses

Five student learning outcomes have been identified for the required courses in the Biology major:

- I. Foundational understanding in the study, scope, and processes of the core concepts of biology and of the scientific method;
- II. Expanding understanding of subprograms, organism, population and integrative biology;
- III. Diversifying understanding through exposure to a broad base of knowledge gained from different subdivisions of biology;
- IV. Integrating knowledge previously gained in biology coursework and developing experience in application of knowledge, research, and critical thinking;
- V. Associating knowledge in other disciplines through coursework in physical science and in mathematics

I. Foundational Courses (all 3 courses required)	(12 hours)
BIO 110 Principles of Biology I: Biological Processes	4 hours
BIO 112 Principles of Biology II: Diversity of Biological Systems	4 hours
BIO 203 Research Methods in the Biological Sciences	4 hours

II. Expanding (Upper-level Core Courses; 4 courses required, 1 from each pair)	(15-16 hours)
BIO 311 Genetics	4 hours
or BIO 320 Molecular Cell Biology	
BIO 270 Vertebrate Zoology	4 hours
or BIO 340 Animal Physiology	
BIO 256 Reproductive Biology	4 hours
or BIO 341 Developmental Biology	
BIO 280 Ecology	3 or 4 hours
or BIO 350 Principles of Evolution	

III. Diversifying (elective courses to complete total of 36 hours of Biology):

Any additional course(s) from II above,

OR

BIO 208 Field Biology	4 hours
BIO 210 Human Anatomy and Physiology I*	4 hours
BIO 211 Human Anatomy and Physiology II*	4 hours
BIO 235 Histology	4 hours
BIO 245 Microbiology	4 hours
BIO 265 Immunology	4 hours
BIO 315 Animal Behavior	4 hours
BIO 318 Biochemistry	3 hours
BIO 325 Neurophysiology	4 hours
BIO 345 Forensic Biology	4 hours

BIO 360 Conservation Biology 4 hours

OR

Special Opportunities in Biology (recommended):

BIO 155 Introduction to Research

BIO 396/397 Special Topics in Biology

BIO 451 Independent Study

BIO 452 Field Study

BIO 499 Honors Thesis

IV. Integrating (Required) (2 hours)

BIO 440 Senior Integrative Exercise in Biology 2 hours

V. Associating (required courses in other science and math disciplines, 23 semester hours):

MAT 220** Statistical Methods 3 hours

CHM 101 General Chemistry I 4 hours

CHM 102 General Chemistry II 4 hours

CHM 221** Organic Chemistry I 4 hours

PHY 115** College Physics I 4 hours

PHY 116** College Physics II 4 hours

*Note: A maximum of 4 semester hours from the BIO 210/211 sequence may be counted toward the biology major.

**Note: Pre Calculus (MAT 140) or any one course in calculus may be substituted for MAT 220. Organic Chemistry II (CHM 222) is strongly recommended for students preparing for graduate or professional programs. PHY 121, PHY 122 General Physics may be substituted for PHY 115, PHY 116.

Integrative Experience: The integrative experience requirement is met with BIO 440 Senior Integrative Exercise in Biology. In this course, students work individually to research a focused topic integrating biological concepts and methods with those of another discipline. Students work collaboratively in a small group to organize oral presentations which integrate individual topics into a broader theme, question, or problem. Students present their work at the end of the semester.

Pre-Professional Development : The biology pre-professional experience requirement can be met by involvement in any of the following biology related activities: internship, independent study, assisting a faculty member with the instruction of a regular teaching laboratory (teaching assistant), working with a faculty member as part of a laboratory or field research project. Biology majors contemplating a career in Allied Health (e.g., Nursing, Physician's Assistant, Medical Technologist, Physical Therapist) should complete both BIO 210 and BIO 211 in order to meet professional school requirements for a two-semester sequence in Human Anatomy and Physiology.

Course Sequencing for the Biology Major. For optimal progress, students considering a major in biology should begin with BIO 110 in the fall semester and BIO 112 in the spring semester of their first year. BIO 203 should be taken in the fall of the sophomore year. Students with some high school chemistry are strongly encouraged to take CHM 101 and 102 in their first year and CHM 221, 222 in their sophomore year. Physics is normally taken in the second or third year. A recommended sequence of courses for the student majoring in biology is shown below.

Fall / Spring

FIRST YEAR

BIO 110 / BIO 112

CHM 101 / CHM 102

WIS 101 / WIS 102

Electives, General Education / Electives, General Education

SECOND YEAR

BIO 203 / BIO core or electives

CHM 221 / CHM 222

Electives, General Education / Electives, General Education

(In the first or second year of study: MAT 140, 205, 206, or 220)

THIRD YEAR

PHY 115 (or PHY 121) / PHY 116 (or PHY 122)

BIO core or elective / BIO core or electives, BIO Independent Study

Electives, General Education / Electives, General Education

FOURTH YEAR

BIO core or elective / BIO core or electives

BIO Independent Study / BIO Independent Study

Electives, General Education / Electives, General Education

BIO 440

Minor Requirements: Biology. The biology minor consists of a minimum of six courses within the discipline, for a total of 22 semester hours. These six courses will include BIO 110, 112, and 203, plus any three regularly-offered 200-300 level courses.

Resources for Non-Majors. Principles of Biology I (BIO 110) and Human Biology (BIO 103) are designed to fulfill the General Education learning outcomes for exploring how the natural world functions. Research Methods (BIO 203) is designed to fulfill the General Education learning outcomes for the Speaking Competency. Principles of Biology I (in addition to Principles of Biology II) also provides the necessary background for advancement to additional coursework within the biology major, biology minor, environmental science minor, and neuroscience minor programs. Human Biology (BIO 103) does not directly fulfill any course requirements of the biology major or minor. Non-majors can elect to take additional coursework in biology within the prerequisite structure. Prerequisites can, in some cases, be waived with the consent of the instructor and program director. Students contemplating a career in Allied Health (*e.g.*, Nursing, Physician's Assistant, Medical Technologist, Physical Therapist) should complete both BIO 210 and 211 in order to meet professional school requirements for a two-semester sequence in Human Anatomy and Physiology.

Undergraduate Research Opportunities. All biology majors are exposed to the research environment of science in their sophomore year in the required course BIO 203. This experience is furthered by research components in many of the upper-level courses for which BIO 203 serves as a prerequisite. Independent laboratory or field research experience is strongly encouraged as a means to gain further knowledge of how science is conducted and as a prelude to post-graduate study in both research and clinically-based programs. Faculty members welcome the

opportunity to support and direct the research efforts of students enrolled in BIO 155, 451, 452, and 499 and to have students participate as research assistants in ongoing faculty research programs. Also, students are welcome to participate in the College intern program and receive academic credit for participation in research conducted at other institutions.

Biology (BIO) Gen. Ed. Course Descriptions

103: Human Biology.

Goal: To familiarize the student with the practice and issues of applying the scientific method and modern biological techniques to the study of the human condition.

Content: An exploration of the biological approaches to the study of the human species, human populations, and the human body. The first part of the course examines cell theory, Mendel and molecular genetics, population biology, ecology, evolution, and modern advances in biotechnology. These serve as contexts in which to evaluate applications of the scientific method to understanding human existence and our interactions with the natural world as individuals and societies. The second part of the course focuses inward on functions of the human body, including nutrition, maintenance of the internal environment, neural and endocrine control, immune responses, circulation, respiration, reproduction, development, and aging. Laboratories involve data collection and analysis of experiments directly related to human biology, using both classic and modern technological approaches, computers, biochemical and physiological test equipment, simulations and case studies.

Taught: Fall, Spring.

Prerequisites: None.

Gen. Ed. Category: Exploring how the natural world functions; (SM)

Credit: 4 hours.

110: Principles of Biology I-Biological Processes.

Goal: To expose the student to the underlying principles of biology, including the requirements of living systems, the interaction of life with the physical world which supports it, and the molecular basis that unifies all living things.

Content: The principles of evolution, ecology, and genetics. An introduction to the biome that comprises all living things. An introduction to the cellular basis of life.

Taught: Fall.

Prerequisites: None.

Gen. Ed. Category: Exploring how the natural world functions; (SM)

Credit: 4 hours.

203: Research Methods in the Biological Sciences.

Goal: To learn basic methods and techniques of research in the natural sciences, especially biology and chemistry. To become proficient in the conduct of science and presentation of scientific information. To explore practical, philosophical, and ethical aspects of science. To improve public speaking skills in both large and small group settings.

Content: A "hands-on" introduction to all aspects of the scientific method and scientific research. Students conduct experimental practical and self-designed research projects, including initial formulation of hypotheses, experimental design and instrumentation, data analysis, and preparation of results for presentation. Students prepare critical reviews of published papers, formal written research reports, and presentations of original research designs and results in written, graphical, and oral formats.

Taught: Fall.

Prerequisites: BIO 110

Gen. Ed. Category: Developing; Speaking Competency; (SM)

Credit: 4 hours

Biology (BIO) Other Course Descriptions

112: Principles of Biology II-Diversity of Biological Systems.

Goal: To expose the student to the unity and diversity of the living organisms that inhabit the earth. To examine the mechanisms involved in the structures and processes used by living things to accomplish the requirements of continued existence.

Content: The systematic survey of the major groups of organisms from the bacteria to the higher vertebrates. A systems approach to the functioning of living organisms from the cellular to the whole organism levels.

Taught: Spring.

Prerequisite: BIO 103 or BIO 110 or permission of program director.

Credit: 4 hours.

155: Introduction to Research.

Goal: This course is intended to give students an introduction to scientific research methods and practices.

Content: The focus of the course will be skill building, basic laboratory techniques, research design and execution of a short research project, development of oral and written presentations.

Prerequisites: BIO 110 and BIO 112 or CHM 101 and CHM 102

Taught: Occasionally

Credit: 1-3 hour

208: Field Biology.

Goal: To practice field techniques and quantitative skills commonly used in outdoor scientific disciplines. To learn to identify the conspicuous plant and animal species of Georgia and consider how they are adapted to their environments.

Content: Students will be introduced to the flora, fauna, and ecosystems of the southeastern United States in this field-intensive course. Emphasis will be on practical aspects of conducting scientific investigation outdoors, namely: taxonomic skills, field identification of plants and animals, use of dichotomous keys, techniques for sampling and describing natural populations and communities, and quantitative skills for analysis of data.

Taught: Fall. Alternate Years.

Prerequisites: BIO 110 and BIO 112; or ESC 150.

Credit: 4 hours; cross-listed as ESC 208

210: Human Anatomy and Physiology I.

Goal: To introduce the student to human gross and microscopic anatomy and physiology. To encourage the student to think synthetically about the interrelationships among form, function, development, and pathology of the human body.

Content: An introduction to organism structure, basic biochemistry, cytology and cell physiology, and histology and tissue physiology. A practical study of the structure and function of the human integument, skeletons, nervous, and sensory systems. The emphases of the course are on relating structure to function, relating gross and microscopic anatomy, developing 3-dimensional visualization skills, and becoming comfortable with the terminology of human anatomy and physiology. This is the first semester of the two-semester sequence in Human Anatomy and Physiology at an intermediate level.

Taught: Every Fall

Prerequisite: BIO 103 or BIO 110.

Credit: 4 hours.

211: Human Anatomy and Physiology II.

Goal: To continue the introduction of the student to human gross and microscopic anatomy and physiology. To encourage the student to think synthetically about the interrelationships among form, function, development, and pathology of the human body.

Content: A practical study of the structure and function of the human endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, excretory, and reproductive systems. An introduction to human nutrition, development, health, and pathology. The emphases of the course are on relating structure to function, relating gross and microscopic anatomy, developing 3-dimensional visualization skills, and becoming comfortable with the terminology of human anatomy and physiology. This is the second semester in the two-semester sequence in Human Anatomy and Physiology at an intermediate level.

Taught: Every Spring.

Prerequisite: BIO 210

Credit: 4 hours.

235: Histology.

Goal: To deepen student understanding of tissue function by examining tissue form at the microscopic level. Special emphasis will be made in helping students understand the dimensional context of structures and the function of these structures in relation to organ and organ system physiology.

Content: Identification of cell structure and relation of form to function. Microscopic analysis of all major organ systems. Development of proficiency in common histologic techniques, including tissue fixation, embedding, sectioning and counterstaining. Identification of select pathologic forms and the impact of these alterations on normal organ function.

Taught: Fall. Alternate years.

Prerequisites: BIO 110 and 112.

Credit: 4 hours.

245: Microbiology.

Goal: To survey the general characteristics of microorganisms, including morphology, classification, and ecology. To practice sterile techniques and procedures for identifying and culturing microorganisms.

Content: An introduction to the structure, physiology, and reproduction of bacteria, viruses, and fungi; disease effects and control of pathogenic microorganisms; and principles of immunology.

Taught: Every Spring.

Prerequisites: BIO 110 or BIO 103

Credit: 4 hours.

256: Reproductive Biology.

Goal: To examine the mechanisms which govern reproductive tract function in vertebrate animals, using a combination of theoretical and experimental techniques. A major focus of this course will be human reproductive biology, with additional emphasis on the use of animal models to illustrate underlying molecular principles which regulate reproductive function.

Content: Examination of reproductive strategies and the utility of sexual versus asexual reproduction in maintaining

diversity. Microscopic exploration of embryonic reproductive tract development and examination of disorders in this process. Introduction of conserved molecular mechanisms which govern reproductive tract function. Discussion of environmental and social factors which impact reproductive success. Consideration of ethical implications of new reproductive technologies.

Taught: Fall. Alternate years.

Prerequisites: BIO 110, 112, 203 or permission of instructor.

Credit: 4 hours.

265: Immunology.

Goal: To introduce students to the fundamental principles underlying the formation and function of the mammalian immune system.

Content: This course focuses on differences in innate versus acquired immunity, antigen/antibody interactions, B and T cell activation, genes and genetic rearrangements involved in the development of lymphocytes and mechanisms underlying immune disorders.

Taught: Spring, Alternate years.

Prerequisites: BIO 110 and 112

Credit: 4 hours

270: Vertebrate Zoology.

Goal: To survey the classes of vertebrates in order to develop an understanding of their phylogeny and adaptations.

Content: An anatomical, physiological, and behavioral comparison of vertebrates with an emphasis on functional morphology, structural design, ecological adaptations, natural history, and evolution.

Taught: Spring. Alternate years.

Prerequisites: BIO 110 and 112.

Credit: 4 hours.

280: Ecology.

Goal: To understand the interrelationships between living organisms and their physical and biological environment. To develop a broad understanding of the field of ecology. To conduct ecological research.

Content: Ecological principles at the level of the individual, population, community, and ecosystem. Specific topics include nutrient cycles, flow of energy in ecosystems, population dynamics, evolutionary ecology, life histories, competition, and other community interactions, succession, and island biogeography. Current topics in anthropogenic global change.

Taught: Fall. Alternate years.

Prerequisites: BIO 110 and 112; or ESC 150.

Credit: 4 hours; cross-listed ESC 280.

311: Genetics.

Goal: To explore the principles involved in the inheritance of characteristics from generation to generation, from the molecular basis of heredity through the population as a unit of evolution.

Content: Mendel, molecular, and population genetics. Biomedical applications of new, genetically based technologies.

Taught: Fall. Alternate years.

Prerequisites: BIO 110, 112, and 203.

Credit: 4 hours.

315: Animal Behavior.

Goal: To familiarize the student with the biological study of animal behavior. To introduce the student to the major historical and contemporary perspectives of behavioral study. To allow the student to practice field and laboratory methods of behavioral sampling and analysis. To encourage the student to practice critical evaluation and presentation of representative examples of contemporary ethological literature and studies.

Content: A practice-oriented survey of contemporary approaches to animal behavior, including behavioral genetics, behavioral development, neuropathology, behavioral endocrinology, behavioral ecology and evolution, ethnology and sociobiology.

Taught: Fall. Alternate years.

Prerequisites: BIO 103 or 110; BIO 203 or PSY 305.

Credit: 4 hours; cross-listed as NSC 315

318: Biochemistry.

Goal: To survey the structure, function, and metabolism of the basic classes of organic molecules. To interrelate the various metabolic pathways into a unified concept of metabolism at the organism level.

Content: Protein, carbohydrate, lipid and nucleic acid structure and synthesis. The metabolic pathways in which these four classes of molecules participate.

Taught: Spring. Alternate years.

Prerequisites: BIO 110, 112 and CHM 101, 102, 221.

Credit: 3 hours; cross-listed CHM 318.

320: Molecular Cell Biology.

Goal: To introduce modern cell biology with an emphasis on the molecular structure, function, and regulation of proteins involved in fundamental metabolic processes including protein transport, cell signaling, cell attachment, and cell proliferation.

Content: Definition of cell structures, regulation of activities by membranes, derivation of energy from the environment, mechanisms of biosynthesis for growth and repair, transmission of genetic information, and strategies for cell recognition.

Taught: Fall. Alternate years.

Prerequisites: BIO 110, 112, and 203.

Credit: 4 hours.

325: Neurophysiology.

Goal: To familiarize the student with the theoretical bases and experimental methods of modern neurophysiology, appropriate to studying the structure and function of individual nerve cells and small neuronal systems.

Content: A practice-oriented introduction to functional cellular neurobiology, focusing on electrophysiology. Laboratory exercise and discussion topics will include electrophysiology, histology, and neurochemistry techniques, neuronal membrane dynamics, synaptic function and plasticity, sensory coding, sensor coordination, central pattern generation, and network function. The primary methods of laboratory study will be intracellular, extracellular, multicellular and whole animal electrophysiology, cell and synaptic simulations, and computer simulations of neuronal and network function.

Taught: Fall. Alternate years.

Prerequisites: BIO 103 or 110; BIO 203 or PSY 305.

Credit: 4 hours; cross-listed as NSC 325

340: Animal Physiology.

Goal: To familiarize the student with the fundamental principles underlying the functioning of animals, from cellular to organism levels.

Content: A detailed survey of the mechanisms of animal physiology, taught primarily from an organ-systems perspective. Topics include membrane dynamics, neuronal and nervous system function, muscle physiology; cardiac function and circulation, respiration, digestion, excretion, endocrinology, and reproduction. This course takes a comparative approach to animal physiology, with a focus on physiological mechanisms in vertebrates, including humans.

Taught: Spring. Alternate years.

Prerequisites: BIO 110, 112; BIO 203 or PSY 305

Credit: 4 hours.

341: Developmental Biology.

Goal: This course will allow the student to explore the mechanisms and structures involved in the ontogeny of animals.

Content: The development of animals from fertilization through birth/hatching; examination of molecular/structural/temporal regulation of developing vertebrate and invertebrate organisms.

Taught: Spring Alternate years.

Prerequisites: BIO 110, 112, and 203.

Credit: 4 hours; cross-listed as NSC 341

345: Forensic Biology.

Goal: The course will require students to apply fundamental cell biological, biochemical, histological, physiological and molecular biology principles and techniques to the analysis of trace materials that are typically found at crime scenes.

Content: This course will emphasize critical thinking and problem solving skills and will reinforce the importance of accuracy in laboratory science experiments. Course material will cover the biochemical, physiological and molecular basis of forensic methods and case studies will be used to contextualize the use of forensic biology techniques as they are applied to crime scene investigation and conservation biology. Laboratory exercises will include histological analysis of plant, animal and human tissues, basic and forensic serology techniques and forensic DNA analysis.

Taught: Fall, alternate years

Prerequisites: BIO 110 and BIO 112

Credit: 4 hours

350: Principles of Evolution.

Goal: To understand the mechanisms and results of evolution. To review historic and current controversies in evolutionary studies. To examine the diversity of approaches, both theoretical and empirical, used in the study of evolution.

Content: The principles of evolution, genetic variation, population genetics, adaptations, natural selection, population structure, speciation, biogeography, phylogeny, coevolution, and macroevolution.

Taught: Spring. Alternate years.

Prerequisites: BIO 110, 112, and 203, or permission of instructor.

Credit: 3 hours.

360: Conservation Biology.

Goal: To understand the reasons why many species are endangered, to examine possible solutions, and to consider the ethical and ecological ramifications of species extinctions. To appreciate the interdisciplinary nature of conservation biology by considering issues ranging from the level of the gene to the scale of the entire biosphere.

Content: Students read, review, and discuss current literature in this speaking-intensive course. Students will conduct both laboratory and field-based studies. Topics include defining diversity, threats to biodiversity, population genetics of rare species, conservation strategies and nature preserves, and legal and ethical issues.

Taught: Spring. Alternate years.

Prerequisites: BIO 110 and 112; or ESC 150.

Credit: 4 hours; cross-listed ESC 360.

396, 397: Special Topics in Biology.

Goal: To provide the opportunity to explore topics outside those offered elsewhere within the biology curriculum or to explore in greater detail a subject covered by another course.

Content: An in-depth examination of a special topic within biology. Topics will vary from semester to semester.

Taught: Offered occasionally.

Prerequisites: BIO 110, 112, and 203, or permission of instructor.

Credit: 3 or 4 hours.

440: Senior Integrative Exercise in Biology.

Goal: To provide a capstone integrative experience for senior biology majors. To prepare for careers and professional growth by discussing future goals and reflecting on past collegiate experiences, both in the major and in the general education curriculum.

Content: With faculty guidance, students will work individually to research a focused topic integrating biological concepts and methods with those of another academic discipline. Students will work collaboratively in a small group to organize oral presentations incorporating individual topics into a broader theme, question, or problem. Students will make their presentations at the end of the semester to students and faculty in the Division of Natural Sciences and Mathematics. Students will also critique resumes and prepare cover letters for a variety of postgraduate opportunities.

Taught: Fall

Prerequisites: Declared major in biology and the completion of at least 19 semester hours in biology including BIO 110, BIO 112, and BIO 203.

Credit: 2 hours

451: Directed Independent Study.

Goal: To enable a student to explore intensively a topic of special interest. To promote original, independent, creative, and critical thinking. To attempt to answer questions of a scientific nature. To provide an opportunity to conduct independent laboratory research and learn new techniques.

Content: Directed independent work of a scholarly nature. Emphasis on research methods.

Taught: Upon request of student, with approval of sponsoring faculty.

Prerequisites: BIO 110, 112, and 203, and permission of program director.

Credit: 1-6 hours.

452/199: Field Study.

Goal: To enable a student to experience a potential career opportunity. To acquire specific knowledge in the area of internship.

Content: An opportunity whereby a student may obtain credit in biology for experience gained in a biology-related internship or activity. Specific content is submitted by the student and should include objectives, anticipated activities, appropriate reading list, and nature of progress reports to be submitted to faculty sponsor.

Taught: Upon request of student, with approval of sponsoring faculty.

Prerequisites: Adequate coursework for the placement selected and permission of the faculty advisor; approval of the Director of Career Development.

Credit: 1-12 hours.

499: Honors Thesis. (Fee required)

Business Administration

The Department of Business and Economics offers several programs that provide special opportunities for students who are interested in careers in business and related fields. The programs in business benefit from endowments by the estate and family of the late D. Abbott Turner who was a prominent leader in business and civic affairs in Georgia and a trustee of Wesleyan. These endowments help provide Wesleyan students with instruction, equipment, and special activities that add an important dimension to the educational process.

The D. Abbott Turner Program in Business Management includes three major curriculum alternatives: the major in business administration, the major in accounting, and the major in international business. The department also offers a major in economics and an interdisciplinary major in advertising and marketing communication.

The department has an expanded minor curriculum program with minors in accounting, business management, economics, and finance, as well as the Business Management Certificate.

The department sponsors lectures, conferences, seminars, and research which promote entrepreneurship and business career opportunities for women. These activities provide students with the opportunity to discuss significant issues and experiences with successful women from the business community. A lecture series offers topical special lectures and convocations with prominent leaders in business and government.

Major Requirements: Bachelor of Arts in Business Administration

The major in business administration requires that the student complete 43 hours of course work in specified areas of essential business topics: accounting, marketing, management, economics, and finance. The student majoring in business administration may use additional elective hours to design a concentrated area of study beyond the minimum major requirements in accounting, marketing, economics, finance, technology, or a non-business field. Completion of a second major in another field is encouraged.

Five student learning outcomes for the required courses in the business administration major have been identified:

- I. understanding the fundamental concepts of business
- II. understanding the economic and financial dimensions of business;
- III. understanding the collection, organization, and analysis of business and the use of computer in decision-making;
- IV. developing knowledge in one advanced area of business studies; and
- V. integrating knowledge previously gained and developing experience in application of knowledge, research, and critical thinking.

Additional goals in the liberal arts are met in the general education curriculum:

- I. understanding the historical and political context of business;
- II. developing an awareness of the dimensions of human behavior as individuals and in organizations;
- III. understanding the issues in philosophy and values which influence the business environment.

The requirements for the business administration major and the goal that each fulfills are as follows:

I. BUS 105 Contemporary Business	3 hours
or BUS 106 Business and Society	
BUS 303 Principles of Marketing	3 hours
BUS 315 Principles of Management	3 hours
BUS 318 Human Resource Management	3 hours
II. ECO 102 Issues in Macroeconomics	3 hours
ECO 104 Issues in Microeconomics	3 hours
ECO 205 Principles of Finance	3 hours
III. ACC 201 Financial Accounting: Concepts and Applications	3 hours
ACC 202 Principles of Managerial Accounting	3 hours
BUS 128 Computer Applications	3 hours
MAT 192 Introduction to Mathematical Reasoning (or higher level course in mathematics)	3 hours
MAT 220 Statistical Methods	3 hours
IV. One approved 300+ course in accounting, business, or economics	3 hours
V. BUS 488 Business Policy Seminar	3 hours
BUS 475 Portfolio Seminar	1 hour

Integrative Experience: The student learning outcome of enhancing a student's capacity for integrative thinking is met in the business administration major with the requirement of BUS 475 Portfolio Seminar. This course provides a forum for business majors to discuss, analyze, and critique and prepare a senior portfolio documenting their integrative experience. The student will reflect upon the interdisciplinary nature of her courses of study including the general education experiences and their relationship to her business major. This course includes the formal presentation of a portfolio documenting these experiences

Pre-Professional Development: The student learning outcome of developing an understanding of how a liberal arts education enhances a student's preparation for careers and further professional growth is met in the business administration major with BUS 475. The program also recommends students consider internships as opportunities to experience their fields of interest. It is not uncommon for an internship to lead to a job offer. Some of the sponsors who welcome Wesleyan interns in business include Cherry Blossom Festival, Coliseum Hospital, Greater Macon Chamber of Commerce, Medical Center of Central GA, Merrill-Lynch; the Southern Company and Georgia Power; SunTrust Bank, and the United Way.

Postgraduate Opportunities: The business degree prepares students for a profession and a career, while providing for immediate employment. Consequently, although some graduates pursue a Master of Business Administration or other graduate degrees, most enter the workforce immediately following graduation. Recent graduates are working for Arthur Andersen; Grant Thornton; Dow Chemical; Ernst and Young; the Department of Revenue; City Bank of London; Coca-Cola; SunTrust Bank; Bright Ideas Advertising; and for many other businesses, industries, and nonprofit organizations.

Minor Requirements: Business. A minor in business consists of a minimum of 18 hours distributed as follows:

BUS 105 Contemporary Business	3 hours
or BUS 106 Business and Society	
ACC 201 Financial Accounting: Concepts and Applications	3 hours
ECO 102 Issues in Macroeconomics	3 hours
or ECO 104 Issues in Microeconomics	
ECO 205 Principles of Finance	3 hours
Two additional accounting, business or economics courses at or above 300 level	6 hours

Certificate Program in Business Management

The Certificate Program in Business Management is intended to provide the student whose major is in a traditional liberal arts discipline with basic course preparation for entry-level employment and management training programs in most businesses or for admission to graduate Master of Business Administration programs.* This certificate is available to all students regardless of major. The Certificate in Business Management will be awarded upon completion of the requirements. The Certificate Program in Business Management will not serve in *lieu* of a traditional major and may not be taken by the business major. The certificate program is also available to non-degree-seeking students. The certificate requires completion of the following prescribed 24 hours of courses with a grade of "C" or better in each. No course in the certificate sequence may be taken Credit/No Credit. A maximum of six hours of transfer credit may be applied towards the requirements.

ACC 201 Financial Accounting: Concepts and Applications	3 hours
BUS 303 Principles of Marketing	3 hours
BUS 310 Business Law	3 hours
BUS 318 Human Resources Management	3 hours
ECO 102 Issues in Macroeconomics	3 hours
or ECO 104 Issues in Microeconomics	
ECO 205 Principles of Finance	3 hours

Choose 6 hours from the following:

ACC 202 Managerial Accounting	3 hours
BUS 105 Contemporary Business	3 hours
or BUS 106 Business and Society	
BUS 315 Principles of Management	3 hours
BUS 128 Computer Applications	3 hours
ECO 220 Statistical Methods	3 hours

**Students planning to apply for admission to graduate management programs should take three hours of statistics and three hours of calculus in addition to the courses satisfying the requirements for the Certificate in Business Management.*

Postgraduate Opportunities. The business degree prepares students for a profession and a career and also provides for immediate employment. Consequently, although some graduates pursue a Master of Business Administration or other graduate degrees, most enter the work force immediately following graduation. Recent graduates are working for Arthur Andersen; Grant Thornton; Dow Chemical; Ernst and Young; the Department of

Revenue; City Bank in London; Coca-Cola; SunTrust Bank; Bright Ideas Advertising; and for many other businesses, industries, and nonprofit organizations.

Resources for Non-Majors. For those students who are not interested in majoring in business, many alternatives allow students to gain knowledge in this area. The Certificate in Business Management enhances a student's liberal arts education and prepares a student for an entry-level or managerial position. Additionally, students may enroll in BUS 105, BUS 106, ACC 201, BUS 303, BUS 315, ECO 102, and ECO 104 to expand their knowledge in the field of business.

Business Administration (BUS) Gen. Ed. Course Descriptions

105: Contemporary Business.

Goal: Introduce students to the diverse external influences that impact on issues and decision making within an organization.

Content: Students will analyze the business environment in the areas of economic, social, political, technological, and global issues.

Taught: Fall, Spring.

Gen. Ed. Category: Exploring; Individuals & Communities; (PS)

Credit: 3 hours.

106: Business and Society.

Goal: To introduce students to the expectations society has toward business behavior.

Content: Major issues facing organizations in both the profit and nonprofit sector will be researched, analyzed, discussed, and evaluated. Students will evaluate how decisions of organizations impact the larger society and the community in which they reside.

Taught: Fall, Spring.

Gen. Ed. Category: Exploring; Individuals & Communities; (PS)

Credit: 3 hours.

Business (BUS) Other Course Descriptions

128: Computer Applications.

Goal: To study a variety of professional applications.

Content: Uses and methods of integrating various types of software through the construction of several projects.

Taught: Fall.

Credit: 3 hours

303: Principles of Marketing.

Goal: To understand the basic marketing functions: product policy, pricing, advertising, selling, distribution, and marketing research, and to apply them to practical marketing problems.

Content: The examination of the "4 P's" of marketing-product, price, promotion, and place. Practical application of these concepts by developing a global marketing plan.

Taught: Fall.

Credit: 3 hours.

306: Advertising Strategy.

Goal: To investigate the underlying ideas, principles, and concepts used by management of a business to inform consumers of the availability of and attributes of products and services.

Content: Study of advertising background and theory, with an emphasis on different types of advertising media available. Practical application of these concepts by creating advertising cases.

Taught: Spring.

Credit: 3 hours.

310: Business Law.

Goal: To examine comprehensively the role of law and legal practice in the American business environment.

Content: Exploration of the differences between private and public law and also the differences between substantive and procedural law, with an emphasis on understanding the linkages between different areas of business law. Specific attention to such areas as classifications of legal subjects, the court system, dispute resolution, private law principles, public law, individual rights, business entities, and protection of society.

Taught: Fall, Spring.

Credit: 3 hours.

315: Principles of Management.

Goal: To understand the basic concepts, theories, and research in management and to apply them to practical management problems.

Content: Examination of the principal functional areas of management-planning, organizing, directing, and controlling as well as environmental, legal, economic, ethical, statistical, international, and career issues.

Taught: Fall.

Credit: 3 hours.

318: Human Resources Management.

Goal: To examine human resource strategies and to acquaint students with human resource functions in business organizations.

Content: Studying the major human resource functions-recruitment, selection, planning, job analysis, orientation, training and development, career planning, performance appraisal, compensation management, employee benefits, safety and health, employee relations, collective bargaining, and research-in an organizational context.

Taught: Fall.

Credit: 3 hours.

320: Investments Analysis.

Goal: To acquaint students with the selection of common stocks, bonds, and other securities from the perspectives of both the individual and institutional investor.

Content: Basic concepts of investment management using risk/return analysis and empirical evidence to examine the securities valuation, the efficient markets hypothesis, portfolio diversification strategies, and investment decision-making in changing markets.

Taught: Fall.

Credit: 3 hours.

333: Business Information Systems.

Goal: To understand how firms plan, build, and implement systems to process accounting information necessary to the business.

Content: A study of the fundamentals of business data processing techniques and systems. Technological advances and their effects on business are discussed.

Taught: Spring.

Prerequisite: ACC 201

Credit: 3 hours; cross-listed as ACC 333.

350: Entrepreneurship.

Goal: To awaken the student's entrepreneurial spirit and to make the student aware of the significant role that entrepreneurial thinking plays in the successful development of new enterprises whether they be for-profit or non-profit organizations.

Content: Class discussions and textbooks readings will explore entrepreneurial characteristics, entrepreneurial opportunities, and effective small business planning and management systems. Because the business plan serves as a model and framework for entrepreneurial thinking, the student will create a personal and informal business plan for a business or non-profit organization of her choosing.

Taught: Fall.

Credit: 3 hours.

396, 397: Special Topics in Business.

Goal: To provide an opportunity for exploration of a topic not offered as part of the established curriculum. A student may take no more than six semester hours in special topics courses.

Content: Examination of special topics, problems, or issues in business that seem particularly relevant to student needs and interests. Announced annually.

Taught: Offered occasionally.

Prerequisite: Dependent on topic.

Credit: 3 hours.

420: Portfolio Management.

Goal: The primary goal of this course is to provide the latest portfolio management concepts and knowledge in the context of real-world investing. The secondary goal is to maximize the risk-adjusted return of the student-managed Wesleyan Investment Fund (WIN).

Content: The general content of the course is focused on modern portfolio theory, portfolio management knowledge, and the application of that knowledge.

Taught: Fall, Spring.

Prerequisite: BUS 320 Investment Analysis

Credit: 1 hour; students may repeat this course four times for a maximum of five semester hours.

451: Directed Independent Study.

Goal: To provide the student with the opportunity for independent study, under careful supervision, of significant topics in business selected in consultation with the instructor.

Content: Varies.

Taught: Fall, Spring, and Summer.

Prerequisite: Adequate course work for the placement selected and permission of the faculty advisor.

Credit: 1-9 hours.

452/199: Field Study.

Goal: To provide the student with intensive, specialized work experience in the area of business.

Content: Observation and participation in the work of business professionals.

Taught: Fall, Spring, and Summer.

Prerequisite: Adequate course work for the placement selected and permission of the faculty advisor; approval of the Director of Career Development.

Credit: 1-12 hours.

475: Portfolio Seminar.

Goal: To provide a forum for accounting, business administration, and international business majors in which students discuss, analyze, critique and prepare a senior portfolio documenting their integrative experience.

Content: Students will reflect upon the interdisciplinary nature of their courses of study including the general education experiences and their relationship to their major.

Taught: Fall.

Prerequisite: Junior or senior standing.

Credit: 1 hour; cross-listed as ECO 475.

488: Business Policy Seminar.

Goal: To familiarize the student with the integration of the functional areas of business through study and discussion of real organizational problems from the perspective of top-level management.

Content: Emphasis on the development of conceptual skills in management, marketing, and finance that require the student to approach decision-making and strategic planning in terms of the total impact on the organization. An on-line computer simulation is an integral part of BUS 488.

Taught: Spring.

Prerequisite: BUS 303 and BUS 315; ECO 205; and senior standing.

Credit: 3 hours

499: Honors Thesis. (Fee required)

Chemistry

Chemistry is the study of molecules and as such is central to both the physical and biological sciences. Chemists have played significant roles in resolving many scientific problems ranging from decoding the DNA molecule to the discovery of semiconductors. Chemistry courses offer students the opportunity to master the chemical concepts necessary for an understanding of much of the natural sciences. These courses encourage students to think independently, to approach problems and tasks creatively and skillfully, and to test hypotheses critically. Laboratory experience is integral to most chemistry courses. Experimental design, modern laboratory techniques, and data analysis are emphasized. Courses, internships, and research are all part of the chemistry program, and academic credit can be earned for each.

Major Program. The chemistry major encourages students to achieve a sound understanding of the fundamental concepts of molecular science, to employ scientific approaches to tasks and problems, and to prepare for careers in industry and technology, for professional health science schools, for teaching science, and for graduate study in chemistry. Wesleyan chemistry majors have enjoyed success in all these and other career options.

Students are first exposed to a survey of modern chemistry in a two-course sequence. This background provides the basis for more specialized studies in analytical, organic, and physical chemistry, which together form the core of the major. Students choose one of the two tracks in the chemistry major curriculum. The professional chemistry track (Option I) is recommended for students who plan to pursue graduate studies in chemistry or to enter professions that required a strong and diverse background in the field. Curricular Option II, the pre-professional health track, is better suited for students planning to continue their education in medicine, pharmacy, dental, veterinary, or allied health fields. Further, the second track is ideal for students planning to enter post-baccalaureate programs that require basic science degrees for admission. Students pursuing the pre-professional health track take eight semester hours in biology rather than two of the chemistry courses required of their counterparts in the other track.

Inorganic chemistry, environmental chemistry, biochemistry, and research/independent studies are electives which serve to provide further breadth and depth to the student's knowledge of chemistry, as does a required course in research methods. To ensure breadth in ancillary disciplines which are important to the study of chemistry as a central science, students also take courses in physics and mathematics. Seniors enroll in our capstone courses designed to develop insights into the interconnections that exist between the subdisciplines of chemistry, and between chemistry and other natural sciences. Department faculty can be contacted to help with initial course selection and the development of a long-range plan for course sequencing. Aspirants for medical, pharmacy, dental, allied health, and veterinary schools must satisfy the specific entry requirements for those schools.

Major Coursework Requirements: Chemistry

Major in Chemistry- Option I (professional/graduate track): The following curriculum is recommended for students who plan to go on to graduate school in chemistry or to enter professions that require a strong background in chemistry.

Requirements: A minimum of 57 semester hours, including CHM 101, 102, 221, 222, 240, 320, 340, 361, 362, and 410 (37 semester hours). Other required science and mathematics courses (20 semester hours) include PHY 121 and 122, MAT 205, 206, and two 300-400 level chemistry, biology, mathematics, or physics electives.

Major in Chemistry- Option II (pre-professional health track): This option is designed to meet the needs of students planning to continue their education in medicine, pharmacy, or allied health fields. Further, this track is suitable for students planning to enter post-baccalaureate programs that require science degrees for admission.

Requirements: A minimum of 54 semester hours, including the chemistry core courses of CHM 101, 102, 221, 222, 240, 361, and 410 (26 semester hours) and two 300-400 level chemistry electives. Other required science and mathematics core courses (22 semester hours) include BIO 110 and 112, PHY 115 and 116 (or PHY 121 and 122), and MAT 205 and 206.

Five student learning outcomes have been identified for the required courses in the Chemistry major:

- I. Foundational understanding in the study, scope, and processes of the core concepts of chemistry and of the scientific method;
- II. Expanding understanding of organic, physical, analytical, and inorganic chemistry;
- III. Diversifying understanding through exposure to a broad base of knowledge gained from different subdisciplines of chemistry;
- IV. Integrating knowledge previously gained in chemistry coursework and developing experience in application of knowledge, research, and critical thinking;
- V. Associating knowledge in other disciplines through coursework in physical science and in mathematics

I. Foundational Courses (both courses required) (8 hours)

CHM 101 General Chemistry I	4 hours
CHM 102 General Chemistry II	4 hours

II. Expanding (Upper-level Core Courses; all courses required) (26 hours)

CHM 220 Organic Chemistry I	4 hours
CHM 221 Organic Chemistry II	4 hours
CHM 361 Chemical Thermodynamics	3 hours
CHM 362 Quantum Chemistry	4 hours
CHM 240 Quantitative Analysis	4 hours
CHM 340 Instrumental Analysis	4 hours
CHM 320 Inorganic Chemistry 350	3 hours

Note: For Track I, all courses are required. For Track II, CHM 320, CHM 340, and CHM 362 are optional but may be used to satisfy the two 300-400 level chemistry course elective requirement.

III. Diversifying (elective courses)

Track I: any two 300-400 level courses in Biology, Chemistry (other than courses listed above in II. Expanding), Mathematics, or Physics to be chosen in consultation with the student's advisor. Note that some of these courses may have prerequisites in addition to those of the Chemistry Major.

Track II: any two additional 300-400 level courses in Chemistry (CHM 318, CHM 320, CHM 340, CHM 362, CHM 396), to be chosen in consultation with the student's advisor.

IV. Integrating (Required)

CHM 410 Integrative Experience in Chemistry	3 hours
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V. Associating (required courses in other science and math disciplines)

Both Chemistry Major Tracks require

MAT 205 Calculus I	3 hours
MAT 206 Calculus II	3 hours

Other Requirements for the two Chemistry Major Tracks are

Track I:

PHY 121 General Physics I	4 hours
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PHY 122 General Physics II	4 hours
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Track II:

BIO 110 Principles of Biology I: Biological Processes	4 hours
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BIO 112 Principles of Biology II: Diversity of Biological Systems	4 hours
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PHY 115 College Physics I	4 hours
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PHY 116 College Physics II	4 hours
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Note: PHY 121 and 122 may substitute for PHY 115 and 116

Integrative Experience: The integrative experience requirement in Chemistry is met in CHM 410 Integrative Experience in Chemistry. In this course, students work individually or collaboratively with faculty to research a focused topic or topics integrating chemical concepts and methods with those of other disciplines.

Pre-Professional Development: The Pre-Professional Development requirement in Chemistry is met through CHM 452 Field Study. Students are encouraged to pursue internship and research opportunities with faculty members and with local laboratories.

Chemistry Minor. The minor in chemistry encourages students to acquire a solid knowledge base of the fundamental concepts of chemistry, an understanding of more specialized areas within the discipline, and the ability to employ the process of scientific inquiry within the laboratory setting.

Minor in Chemistry Requirements: The chemistry minor consists of a minimum of seven courses within the discipline. These courses will include a core curriculum (25 hours minimum): CHM 101 and 102, 221 and 222 (or 361 and 362), 240 and two 300-400 level chemistry electives.

Resources for Non-Majors. All Wesleyan students are welcome to include some chemistry courses in their curricula of study. CHM 101 may be used to satisfy the general education requirements category. In addition, CHM 101 and 102 provide the necessary background for advancement to additional coursework within the chemistry program. Non-majors can elect to take additional coursework in chemistry within the prerequisite structure.

Undergraduate Research Opportunities. Research is a highly desirable component of the curriculum for chemistry majors. Many upper-level chemistry courses have research components. Independent research experience is strongly encouraged as a prelude to a career in chemistry or to post-graduate study. Chemistry faculty welcome the opportunity to support and direct the research efforts of students enrolled in CHM 451, 452, and 499, and to have students participate as research assistants in ongoing faculty research programs. Students in this program receive academic credit and usually do not require additional semesters in order to complete degree requirements. Students are also welcome to participate in other internships through the College's internship program.

Chemistry (CHM) Gen. Ed. Course Descriptions

101-101L: General Chemistry I.

Goal: To explore the nature of matter. To examine qualitatively and quantitatively the principles which govern the physical and chemical changes of matter. To encourage critical thinking, logical derivation, and creativity, through solving problems. To develop an understanding of the composition and operation of the material universe and an appreciation of the greater environment. To prepare students for further studies in science.

Content: A comprehensive introduction to chemistry including stoichiometry, chemical reactions, properties of gases, thermochemistry, acid-base theory, and atomic structure.

Taught: Fall.

Prerequisites: MAT 130 or placement at MAT 140 or higher.

Gen. Ed. Category: Exploring how the natural world functions; (SM)

Credit: 4 hours (3 hours lecture and 3 hours lab per week).

Chemistry (CHM) Other Course Descriptions**102-102L: General Chemistry II.**

Goal: To explore the nature of matter. To examine qualitatively and quantitatively the principles which govern the physical and chemical changes of matter. To encourage critical thinking, logical derivation, and creativity, through solving problems. To develop an understanding of the composition and operation of the material universe and an appreciation of the greater environment. To prepare students for further studies in science.

Content: A comprehensive introduction to chemical bonding, molecular structure, properties of liquids and solids, reaction kinetics, and chemical equilibrium.

Taught: Spring.

Prerequisites: CHM 101.

Credit: 4 hours (3 hours lecture and 3 hours lab per week).

221, 222: Organic Chemistry I and II.

Goal: To examine the structure and the physical and chemical properties of hydrocarbon compounds and their derivatives. To apply the mechanistic approach to understanding the basic nature of organic reactions. To encourage critical thinking, logical derivation, and creativity, using organic synthesis as a vehicle. To apply laboratory techniques used in determining structures of organic molecules.

Content: An introduction to the chemistry of carbon compounds including their structures, physical and spectral properties, chemical reactivity, and synthesis. Laboratory work includes the isolation, purification, and identification used in determination of structures of organic molecules, as well as determination of physical and spectral properties.

Taught: CHM 221, Fall; CHM 222, Spring.

Prerequisites: CHM 102; CHM 221 for CHM 222.

Credit: 4; 4 hours.

240: Quantitative Analysis.

Goal: To expand the study of ionic equilibria involved in acid-base, oxidation-reduction, precipitation, and complexometric reactions. To apply equilibrium principles and stoichiometry to modern analytical volumetric and gravimetric analyses. To develop statistical methods of analyzing and comparing analytical results.

Content: A study of analytical chemistry determinations which rely on gravimetric and volumetric analysis.

Laboratory work includes hands-on experience with classical analytical techniques used in these determinations.

Taught: Spring. Alternate years.

Prerequisite: CHM 102 as co- or prerequisite.

Credit: 4 hours.

318: Biochemistry.

Goal: To survey the structure, function, and metabolism of the basic classes of organic molecules. To interrelate the various metabolic pathways into a unified concept of metabolism at the organismal level.

Content: Protein, carbohydrate, lipid and nucleic acid structure and synthesis; the metabolic pathways in which these four classes of molecules participate.

Taught: Spring. Alternate years.

Prerequisites: BIO 110, 112, CHM 101, 102, and 221 or permission of the instructor.

Credit: 3 hours; cross-listed as BIO 318.

320: Inorganic Chemistry.

Goal: To systematically examine the properties and reactions of inorganic compounds with an emphasis on structure and bonding.

Content: Structure, properties, and reactions of inorganic compounds with emphasis on main-group and transition elements are included.

Taught: Spring. Alternate years.

Prerequisite: CHM 102

Credit: 3 hours.

340: Instrumental Analysis.

Goal: To examine theoretical and practical aspects of instrumental methods of chemical analysis. To work with modern instrumentation routinely used in analytical chemistry determinations. To encourage an understanding of the strengths as well as the limitations of laboratory instrumentation.

Content: An introduction to the principles of optical spectroscopic methods of chemical analysis as well as chemical separations. Laboratory work includes hands-on experiments with modern instrumentation.

Taught: Spring. Alternate years.

Prerequisite: CHM 102 and CHM 240; or permission of instructor.

Credit: 4 hours.

361: Chemical Thermodynamics.

Goal: To examine the principles of chemical thermodynamics and their applications to phase and reaction equilibrium.

Content: An in-depth study of the first, second, and third laws of thermodynamics, and their application to chemical systems at equilibrium.

Taught: Fall

Prerequisite: CHM 102, PHY 122 (or 116), and MAT 206.

Credit: 3 hours.

362: Quantum Chemistry.

Goal: To examine the principles of quantum mechanics and their use in determining and describing molecular energies, spectra, and bonding.

Content: An in-depth analysis of chemical bonding, molecular energies and mechanics, and electromagnetic properties of molecules. An introduction to modern physical chemistry laboratory methods.

Taught: Spring, alternate years.

Prerequisite: CHM 102 and CHM361, PHY 122 (or 116), and MAT 206; or permission of instructor.

Credit: 4 hours.

396, 397: Special Topics in Chemistry.

Goal: To provide an opportunity to explore a topic not normally offered in the chemistry curriculum. To update students about new developments in chemistry.

Content: An in-depth examination of a special area of chemistry. Topics vary. Students may take no more than two such special topics courses.

Taught: Offered occasionally.

Prerequisite: CHM 102.

Credit: 3 or 4 hours.

410: Integrative Experience in Chemistry.

Goal: To provide a forum in which students make connections among chemistry and other disciplines.

Content: Varies with student interest. With faculty guidance, students will work individually or collaboratively with faculty to research a focused topic or topics integrating chemical concepts and methods with those of other disciplines. Students may be required to do one or more of the following: write a review paper covering scholarly literature, write commentaries on news media articles in which they critically evaluate scientific and non-scientific content, lead a seminar on a topic. Other requirements will depend on the topic(s) chosen for study.

Taught: Fall.

Prerequisites: CHM 101, 102, 8 additional hours in chemistry, senior class academic standing, declaration of a chemistry major, and permission of the program director.

Credit: 3 hours.

451: Directed Independent Study.

Goal: To enable an intensive exploration of a topic of special interest. To promote original, independent, creative, and critical thinking. To solve real problems in a scientific manner. To provide an opportunity to conduct independent laboratory work and to learn new techniques.

Content: Directed independent work of a critical or analytical nature. Under careful faculty supervision, qualified students are encouraged to develop originality of thought and thoroughness of method. Some emphasis on research methods.

Taught: Upon request of student, with approval of sponsoring faculty.

Prerequisite: Permission of program director.

Credit: 1-6 hours.

452/199: Field Study.

Goal: To afford actual experience in a professional chemical laboratory or in industrial chemistry.

Content: Applied areas in chemistry or chemical employment. May be elected for internship credit. The student submits a brief plan including objectives, anticipated activities, a list of readings, and the nature of reports to be submitted to the sponsor.

Taught: Offered occasionally.

Prerequisites: CHM 221; permission of advisor, program director, faculty sponsor, and the Director of Career Development.

Credit: 1-12 hours.

499: Honors Thesis. Fee Required.

Chinese

This introductory sequence of courses offers students beginning steps into the language, which may be followed by study abroad, teaching English, or business endeavors in China. Students will be able to practice their new language skills with Chinese friends on campus and enhance their multicultural experience at Wesleyan.

Chinese (CHN) Course Descriptions

101, 102: Elementary Chinese I, II.

Goal: To teach students to speak, understand, read, and write Mandarin Chinese.

Content: This course will introduce students to spoken Mandarin Chinese and to the Pinyin written form as well as to the culture of China.

Taught: CHN 101, Fall; CHN 102, Spring.

Prerequisite: None for CHN 101; CHN 101 or equivalent for CHN 102.

Credit: 3; 3 hours. (Students must earn grades of C or better in these courses to fulfill the modern foreign language proficiency requirement.)

211: Intermediate Chinese I.

Goal: To improve and develop speaking, reading, and writing in Chinese through dialogs, magazine articles, and literary selections.

Content: Emphasis on grammar, comprehension of advanced conversation and reading, and development of correct sentence structure.

Taught: Fall

Prerequisite: CHN 102 or equivalent

Credit: 3 hours

212: Intermediate Chinese II.

Goal: To improve and develop speaking, reading, and writing in Chinese through dialogs, magazine articles, and literary selections.

Content: Emphasis on grammar, comprehension of advanced conversation and reading, and development of correct sentence structure.

Taught: Spring

Prerequisite: CHN 211 or equivalent

Credit: 3 hours

Communication

Students pursuing a degree in communication will acquire a broad and deep understanding of communication theory, the ability to engage in informed criticism and analysis of communication acts and artifacts, develop critical thinking skills, and learn to practice effective communication. Students will study communication in multiple contexts and become effective evaluators of oral, written, and mediated texts.

Major Program

The department offers a 36 hour major designed to prepare students for graduate study in communication or related disciplines, professional programs, and/or careers in communication. The major emphasizes communication theory and criticism. While a few courses do deal with communication skills, for the most part communication is not a skills-based discipline, but a discipline that focuses on the study of how human beings use symbols of various types (language, sounds, images, etc.) to create and share meaning in the process of the social construction of reality. Therefore, the communication program focuses on theoretical, critical, and cultural studies of human symbolic practices in various contexts such as rhetorical studies, media and film studies, intercultural communication, and gender studies. Our approach is to develop analytical, critical, and creative abilities in students within the context of the larger social, historical, and cultural dynamics that shape and influence collective human norms, values, and practices. Communication scholarship seeks to understand the ways human beings use constructions such as texts, technology, relationships, and institutions to create meaning, share knowledge, develop power dynamics, and forge our understandings of reality.

The student learning outcomes for the communication major are as follows:

- I. Each student will demonstrate competency in knowledge of communication.
- II. Each student will develop an ability to think critically, analyze logically, and judge independently.
- III. Each student will demonstrate competency (both organizationally and analytically) in oral communication.
- IV. Each student will demonstrate competency (both organizationally and analytically) in written communication.

Integrative Experience: The Integrative Experience is fulfilled as part of COM 402 Senior Seminar in Communication. In this course, students develop a senior integrative project which enables the student to apply her accumulated knowledge of communication and engage in a critical analysis of a communication topic.

Pre-Professional Development: The Pre-Professional Development requirement for the Communication major is met in COM 452 Field Study. A wide variety of internship opportunities in the field of communication are available to students, including journalism, broadcasting, and public relations.

Major Requirements: Communication

The Communication major consists of 36 hours distributed as follows:

<i>Core Requirements</i>	<i>(15 hours)</i>
COM 103 Communication Theory	3 hours
COM 202 Public Speaking	3 hours
COM 215 Introduction to Media Studies	3 hours
COM 340 Persuasion	3 hours
COM 402 Senior Seminar in Communication	3 hours

<i>Critical and Cultural Contexts</i>	<i>(6 hours)</i>
COM 216 Intercultural Communication	3 hours
COM 300 Gender and Communication	3 hours
COM 310 Rhetorical Criticism	3 hours
COM 384 Seminar in Rhetorical Studies	3 hours

<i>Media and Film Studies</i>	<i>(6 hours)</i>
COM 242 Cinematic Images and Society	3 hours
COM 325 Film Criticism	3 hours
COM 377 Cultural Impact of Media Technology	3 hours
COM 385 Seminar in Media Studies	3 hours

Communication Electives *(9 hours)*

At least 6 hours must be at the 300-400 level.

COM 199 or COM 452 (not both) can count for a maximum of 3 elective hours.

COM 451 can count for a maximum of 3 elective hours.

COM 499 cannot count as a communication elective.

Note: COM 384 and COM 385 may be repeated once, when topics vary, for a total of 6 hours credit in the Communication major. The student's transcript will indicate the topic of the seminar so as to distinguish the two classes.

Total Hours in Major 36 hours

Postgraduate Opportunities. There is no ready-made or single career option for communication students because of the pervasive nature of communication. However, communication students often go on to work in careers such as public relations, personnel, counseling, human services, journalism, broadcasting, lobbying, speech writing, and teaching. Students in communication also go on to graduate school in communication or other disciplines, law school or even medical school.

Minor Program. The department offers an 18 hour minor designed to supplement a variety of major fields of study across the liberal arts.

Minor Requirements: Communication. 18 semester hours of communication courses are required for a minor in communication, six semester hours of which will include:

COM 103 Communication Theory	3 hours
COM 202 Public Speaking	3 hours

Of the remaining twelve hours of required communication study, at least six of those hours must be taken at the 300-level or above (exclusive of COM 199 and COM 452). A student may apply for a maximum of 3 credit hours of Directed Independent Study (COM 451) towards these remaining 12 hours.

Resources for Non-Majors. Most communication courses are open to all students. Communication courses provide an enriching theoretical, practical, and critical background to students with other majors. In our courses, non-majors should expect to develop critical thinking skills, and advance their oral and written communication abilities.

Communication (COM) Gen. Ed. Course Descriptions

103: Communication Theory.

Goal: To provide an overview of the major theories, methodologies, and schools of thought in the discipline of communication.

Content: Study of communication theories and processes in fields such as interpersonal communication, group and organizational communication, rhetorical studies, media and cultural studies, intercultural communication, and gender communication.

Taught: Annually.

Gen. Ed. Category: Exploring; Individuals & Communities; (HUM)

Credit: 3 hours.

202: Public Speaking.

Goal: To provide students with the theory and practice of public address through a wide variety of experiences.

Content: Study of the principles of speaking from classical rhetoric to modern, cultural perspectives. Application of the principles and strategies for informative and persuasive processes and special-occasion events. Critical understandings and practice of evaluative analysis of presentations and ethics in speech situations.

Taught: Fall, Spring.

Gen. Ed. Category: Developing; Speaking Competency; (HUM)

Credit: 3 hours.

216: Intercultural Communication.

Goal: To understand the similarities and differences in cultures' communication understandings, performances, and privileging.

Content: Focus on the social construction of positionality, power dynamics, and expectations of cultural identity: race, ethnicity, nationality, religion, social economic status, sex, gender, sexuality, (dis)ability, age, etc. Explore the transitioning, negotiating, and managing in the process of intercultural communication in relationships, groups, societies, media, and institutions.

Taught: Alternate Years.

Gen. Ed. Category: Expanding; Diverse & Interdependent World; (HUM)

Credit: 3 hours.

Communication (COM) Other Course Descriptions

215: Introduction to Media Studies.

Goal: To introduce students to the major theoretical, critical, and methodological approaches to media studies.

Content: Readings, discussion, and analysis of media texts and artifacts. Critical methodologies studied will include semiotics, structuralism and poststructuralism, cultural studies, ideological criticism, Marxist analysis, psychoanalytic criticism, sociological analysis, and feminist criticism.

Taught: Annually.

Credit: 3 hours.

242: Cinematic Images and Society.

Goal: To acquaint students with the relationship between film and society by examining the social, artistic, cultural, political, and economic contexts of film.

Content: Screening and discussion of narrative fiction films. Readings and discussion of film history, structure of

the film industry, and film movements. Study of film language, narrative, audiences, genres and styles.

Taught: Alternate years.

Credit: 3 hours.

300: Gender and Communication.

Goal: To explore the roles, rules, expectations, and power dynamics in the performance of gender in relational and textual processes.

Content: Reading, discussion, and analysis, primarily through a feminist lens, of situations and artifacts in private and public life: from family, friendship, and romance to education, work/organizations, media, and other social institutions. Work to challenge the assumptions and dictates of societal notions of gender, sex, and sexuality. There will be a primary focus given to works by and about women.

Taught: Alternate Years.

Prerequisite: COM 103 or WST 200 or permission of instructor.

Credit: 3 hours; Cross-listed as WST 300.

310: Rhetorical Criticism.

Goal: To engage with the rhetorical processes of persuasion and contextualization through a practiced, theoretical analysis of texts.

Content: Explore the possible interpretations and multiple meanings open within rhetorical texts such as speeches, film, television, music, websites, sculpture, art, clothing, relational actions, communicative choices, etc. Application of a variety of rhetorical criticism methods culminating in a research project: neo-Aristotelian, cluster, metaphor, generic, fantasy-theme, pentadic, narrative, ideological, and feminist methods.

Taught: Alternate Years.

Prerequisite: COM 103 or permission of instructor.

Credit: 3 hours.

325: Film Criticism.

Goal: To understand the formalistic elements of film and familiarize students with the academic study of film criticism.

Content: Screening and discussion of narrative fiction films. Study of film form, structure, mise-en-scene, cinematography, editing, sound, and style.

Taught: Alternate years.

Prerequisite: One COM course or permission of instructor.

Credit: 3 hours.

340: Persuasion.

Goal: To study the processes of persuasion and identification surrounding source, message, and audience through rhetorical and psychological lenses.

Content: Deconstruction of the strategies and choices available in communication situations in relational, societal, and textual contexts to become cognizant and ethical in our own (ab)use of persuasion. Intensive analysis and reconstruction of advertising, political, and social movements campaigns through a persuasive theoretical lens.

Taught: Annually.

Prerequisite: COM 103 or COM 202 or permission of instructor.

Credit: 3 hours.

377: Cultural Impact of Media Technology.

Goal: To provide students with an understanding of the role changes in media technology have had over the course of human history in shaping cultural, social, political, and economic forces.

Content: Readings, discussion and analysis of the impact of orality, literacy, electronic and digital media on human conceptions of knowledge, politics, economics, power, relationships, selfhood, cognition, and identity.

Taught: Alternate years.

Credit: 3 hours.

384: Seminar in Rhetorical Studies.

Goal: To study a topic in rhetorical theory, criticism, or public discourse. Topics will vary. Representative topics might include the history of rhetorical theory, American public discourse, classical Taoist rhetoric, Feminist rhetoricians, or study of a rhetorical scholar.

Content: Readings and discussion of relevant texts. Papers, exams or other assignments relevant to the topic.

Taught: Alternate years.

Prerequisite: One COM course or permission of instructor.

Credit: 3 hours; cross-listed as AST 384 (for Asian content only).

385: Seminar in Media Studies.

Goal: To study a topic in media theory, structure, history, or criticism. Topics will vary. Representative topics might include reality television, female action heroes in film, economics of the media industry, the cultural history of American popular music, or media portrayals of sexuality.

Content: Readings and discussion of relevant texts. Papers, exams or other assignments relevant to the topic.

Taught: Alternate years.

Prerequisite: One COM course or permission of instructor.

Credit: 3 hours.

396, 397: Special Topics in Communication.

Goal: To offer courses on a communication topic not available in the curriculum.

Content: Dependent upon the subject matter. No more than two special topics courses can count toward the communication major or minor.

Taught: Offered occasionally.

Prerequisite: One COM course or permission of instructor.

Credit: 3 hours.

402: Senior Seminar in Communication.

Goal: To provide a capstone course in which students will develop a senior integrative project. To enable communication majors to apply their accumulated knowledge of communication and engage in critical analysis of a communication topic.

Content: Development of a comprehensive paper, portfolio, or project. All students will meet regularly as a group with communication faculty to assess, discuss, and critique their projects. Students will give an oral presentation of their projects at the end of the semester.

Taught: Annually.

Prerequisite: Senior status as declared communication major or permission of instructor.

Credit: 3 hours.

451: Directed Independent Study.

Goal: To enable an intensive exploration of a topic in communication of special interest.

Content: Directed independent work of a on a topic in communication

Taught: Upon request of student, with approval of sponsoring faculty.

Prerequisite: Permission of program director.

Credit: 1-6 hours.

452/199: Field Study.

Goal: To provide the student with intensive work experience in the field of communication.

Content: Observation and participation in the work of communication professionals.

Taught: Offered occasionally.

Prerequisites: Permission of advisor, program director, faculty sponsor, and the Director of Career Development.

Credit: 1-12 hours.

499: Honors Thesis. (Fee required)

Computer Science

Technology enhances student learning in a broad variety of disciplines at Wesleyan College. The college offers computer science courses to enhance other programs including mathematics, chemistry, physics, biology, business, art, and dual degree engineering. Wesleyan College does not offer a major or a minor in computer science.

Computer Science (CSC) Course Descriptions

216: Programming I.

Goal: To introduce students to the fundamental concepts of programming and to apply these concepts to solving a variety of problems.

Content: Essentials of algorithm design and problem solving with a strong programming component. Software development including program specifications, design, coding, debugging, testing, and documentation.

Taught: Fall.

Prerequisite: MAT 130 or equivalent.

Credit: 3 hours.

218: Programming II.

Goal: To continue the study of fundamental concepts of programming applied to problem solving and to introduce students to the major data structures and their use in computer science.

Content: Recursion and iteration, major data structures, including arrays, records, stacks, queues, and lists, and classical computer science algorithms, including searching, sorting, and pattern matching.

Taught: Spring.

Prerequisite: CSC 216.

Credit: 3 hours.

Economics

The Department of Business and Economics offers several programs that provide special opportunities for students who are interested in careers in business and related fields. The programs in business benefit from endowments by the estate and family of the late D. Abbott Turner who was a prominent leader in business and civic affairs in Georgia and a trustee of Wesleyan. These endowments help provide Wesleyan students with instruction, equipment, and special activities that add an important dimension to the educational process.

The D. Abbott Turner Program in Business Management includes three major curriculum alternatives: the major in business administration, the major in accounting, and the major in international business. The department also offers a major in economics and an interdisciplinary major in advertising and marketing communication.

The department has an expanded minor curriculum program with minors in accounting, business management, economics, and finance, as well as the Business Management Certificate.

The department sponsors lectures, conferences, seminars, and research which promote entrepreneurship and business career opportunities for women. These activities provide students with the opportunity to discuss significant issues and experiences with successful women from the business community. A lecture series offers topical special lectures and convocations with prominent leaders in business and government.

An economics student will be equipped with the necessary analytical tools to understand contemporary economic issues and to take reasoned positions in debates about economic and social policy. She will be in a position to apply these tools in a multitude of areas in her future career. Many of the world's most pressing problems - unemployment, inflation, poverty, inequality, discrimination, underdevelopment, environmental destruction - are economic in nature.

Major Program. Economics is concerned with the study of the causes and the possible solutions to these and other economic problems. Macroeconomics is concerned with the economy as a whole, with the forces behind economic growth, the problems occurring in the growth process (especially unemployment and inflation), and government policies to address these problems. Microeconomics focuses on the efficient allocation of scarce resources among alternative uses and addresses such questions as how individuals and societies decide what to produce, how to produce, and how to distribute the output. Economists study these important problems by combining theoretical models and data analysis. The great human interest of the subject, together with the rigor of its analysis, gives the study of economics its stimulating quality.

Major Requirements. An economics major requires 43 semester hours: Issues in Macroeconomics (ECO 102) and Issues in Microeconomics (ECO 104). Required for the major are nine hours in mathematics: Calculus (MAT 205 and 206) and Statistical Methods (MAT 220); six hours in 200-level intermediate courses: Macroeconomic Theory (ECO 202), Microeconomic Theory (ECO 204); nine hours in 200-level courses: Principles of Finance (ECO 205), Economic Thought (ECO 206); and Women and Development (ECO 210); nine hours in 300-level seminars - choose from Money & Banking (ECO 300), International Trade (ECO 302), Environmental Economics (ECO 325), Econometrics (ECO 330), International Organizations (POL 342), Politics of the Developing World (POL 335), Political Thought (POL 300); and, four hours in the integrative and senior seminar courses (ECO 475 and ECO 490).

Majors are encouraged to undertake independent study and research projects under faculty supervision (ECO 451) in their junior and senior years. Students considering a major in economics are urged to consult faculty members in the department as early as possible.

Students typically begin their study of economics with Issues in Macroeconomics (ECO 102) and Issues in Microeconomics (ECO 104). These courses are the prerequisites for the required intermediate courses.

The objective of the core courses is to examine intensively the theoretical tools used in professional economic research. One or more of the core courses is required for each 300-level course in the department. At the intermediate level, a student can choose among a wide array of courses that apply economic theory to particular areas, drawing and building on the concepts and analytical tools developed in the introductory courses. Most 300-level courses are applied courses as well, but the level of analytical sophistication is higher, and students are expected to write substantial analytical research papers. The applied areas offered in the department cover a wide range of subjects, including economic development, international economics, economic history, history of economic thought, labor economics, econometrics and money and banking.

Four student learning outcomes for the required courses in the economics major have been identified:

- I. understanding the fundamental concepts of microeconomics and macroeconomics and the role quantitative analysis plays in economic research;
- II. understanding the development of economic thought and the role of women in economic development ;
- III. developing knowledge in areas of specialized economic studies; and
- IV. integrating knowledge previously gained and developing experience in application of knowledge, research, and critical thinking.

The requirements for the economics major and the learning objectives that each fulfills are as follows:

- I. Understanding the fundamental concepts of microeconomics and macroeconomics and the role quantitative analysis plays in economic research:

ECO 102 Issues in Macroeconomics	3 hours
ECO 104 Issues in Microeconomics	3 hours
ECO 202 Intermediate Macroeconomics	3 hours
ECO 204 Intermediate Microeconomics	3 hours
MAT 205 Calculus I	3 hours
MAT 206 Calculus II	3 hours
MAT 220 Statistical Methods	3 hours

- II. Understanding the development of economic thought and the role of women in economic development:

ECO 205 Principles of Finance	3 hours
ECO 206 History of Economic Thought	3 hours
ECO 210 Women and Economic Development	3 hours

- III. Developing knowledge in areas of specialized economic studies (choose 9 hours):

ECO 300 Money and Banking	3 hours
ECO 302 International Trade	3 hours
ECO 325 Environmental Economics	3 hours

ECO 330 Econometrics	3 hours
POL 300 Foundations of Political Thought	3 hours
POL 335 Politics of the Developing World	3 hours
POL 342 International Organizations	3 hours

IV. Integrating knowledge previously gained and developing experience in application of knowledge, research, and critical thinking:

ECO 475 Portfolio Seminar	1 hour
ECO 490 Senior Seminar	3 hours

Total hours in major: 43

Integrative Experience: The student learning outcome of enhancing a student's capacity for integrative thinking is met in the economics major with the requirement of ECO 475 Portfolio Seminar. This course provides a forum for economics majors to discuss, analyze, and critique and prepare a senior portfolio documenting their integrative experience. The student will reflect upon the interdisciplinary nature of her courses of study including the general education experiences and their relationship to her economics major. This course includes the formal presentation of a portfolio documenting these experiences

Pre-Professional Development: The student learning outcome of developing an understanding of how a liberal arts education enhances a student's preparation for careers and further professional growth is met in the economics major with ECO 475 Portfolio Seminar. Students are encouraged to participate in internships in the areas of economics and finance, as well as working with economics faculty on academic projects. Students interested in graduate study in law or business have numerous internship opportunities with local law firms and a wide variety of businesses. For those students who wish to work before attending graduate school it is not uncommon for an internship to lead to a job offer. Some of the sponsors who welcome Wesleyan interns in economics include Bank of America; Merrill-Lynch; Sun Trust Bank; BB&T Bank; Capital City Bank; McNair, McLemore, Middlebrooks, CPAs; and Greater Macon Chamber of Commerce.

Minor Requirements: Economics. A minor in economics consists of a minimum of 18 hours distributed as follows:

ECO 102 Issues in Macroeconomics	3 hours
ECO 104 Issues in Microeconomics	3 hours
Four additional ECO courses	12 hours

ECO 202, 204, and 205 require certain mathematics courses as prerequisites.

Minor Requirements: Finance. A minor in finance consists of a minimum of 18 hours distributed as follows:

ACC 201 Financial Accounting: Concepts and Applications	3 hours
ECO 102 Issues in Macroeconomics	3 hours
or ECO 104 Issues in Microeconomics	
ECO 205 Principles of Finance	3 hours
MAT 220 Statistical Methods	3 hours

Choose 6 hours from the following

BUS 320 Investment Analysis	3 hours
ECO 300 Money and Banking	3 hours
ECO 330 Econometrics	3 hours

Postgraduate Opportunities. The economics degree prepares students for a wide variety of careers. Most graduates go directly into a Masters or Ph.D. program in finance, economic development, or public policy. Recent graduates are attending graduate school at Johns Hopkins, Carnegie Mellon, Vanderbilt, Ohio State University, and Boston College School of Law. Following graduate school, our economics majors work in global companies such as IBM, as well as nonprofit organizations such as UNESCAP.

Economic (ECO) Gen. Ed. Course Descriptions

206: Economic Thought.

Goal: To familiarize students with the historical and philosophical foundations of economic thought.

Content: Students will study ethical and logistical roots of economic thought and their impact on the economic theory developed by Smith, Ricardo, Mill, Marx, Hayek and Keynes. The course will also explore the various concepts of freedom, and the extent to which capitalist and socialist economies satisfy these definitions of freedom.

Taught: Spring Alternate years.

Gen. Ed. Category: Exploring; Historical Events & Phenomena; (PS)

Credit: 3 hours.

210: Women and Economic Development.

Goal: To study the impact of economic change on women by analyzing how age, sex and race hierarchies modify changes in women's roles in different societies of Asia, Africa and Latin America.

Content: This course will focus on the effects of economic growth on the socioeconomic status of women. Most importantly, students will study the means by which patriarchy has persisted in various parts of Africa, Asia and Latin America by redefining itself, even as economies have modernized. The course will also explore the socioeconomic effect of export industries owned by multinational firms on the lives of women in Southeast Asia and Latin America.

Taught: Fall.

Gen. Ed. Category: Expanding; Women's Experiences; (PS)

Credit: 3 hours; cross-listed as WST 210.

Economics (ECO) Other Course Descriptions

102: Issues in Macroeconomics.

Goal: To acquaint students with the structural framework and principles involved in the determination of the level of aggregate economic activity: national income, output, employment, and price levels.

Content: Functioning of the economy from the national policy perspective through the study of national income and output, interest rates, money supply, price level, federal budget deficits, and international trade deficits.

Taught: Fall, Spring.

Prerequisite: MAT 130 or higher.

Credit: 3 hours.

104: Issues in Microeconomics.

Goal: To acquaint students with theory relating to decision-making by consumers and firms in product markets.

Content: Study of choice in the face of scarce resources; the analysis of the consumer trying to maximize satisfaction and of the firm trying to maximize profits under varying market structures.

Taught: Fall, Spring. Prerequisite: MAT 130 or higher.

Credit: 3 hours.

202: Intermediate Macroeconomic Theory.

Goal: To examine the economy-wide consequences of the choices we make, individually and collectively. A defining feature of macroeconomic events is interaction and interdependence, reflecting the linkages among decision-makers and among various segments of the economy that extend even to events and policies taking place in distant parts of the world.

Content: This course is a continuation of the study of the structural framework and principles involved in the determination of the level of aggregate economic activity. Primary emphasis is placed upon the development of models which explain the behavior of national income, output, employment, price levels and interest rates.

Taught: Fall. Alternate years.

Prerequisite: ECO 102, 104, and MAT 205.

Credit: 3 hours.

204: Intermediate Microeconomic Theory.

Goal: To explore in greater detail the incentives which determine individual and firm behavior. We will do this by practicing the application of the microeconomic way of thinking. Introductory courses rely primarily on intuition and logic as the basis for theory; Intermediate courses develop theory from a more mathematical perspective.

Content: This course is a continuation of the study of the nature of decision making in markets. Primary emphasis is placed upon the development of models which explain the behavior of consumers and producers, the importance of market structures, and the appropriate role of the government.

Taught: Spring. Alternate years.

Prerequisite: ECO 102, 104, and MAT 205.

Credit: 3 hours.

205: Principles of Finance.

Goal: To acquaint students with the principles and institutions of financial and capital markets, and with the financial operations of a business firm.

Content: Study of basic financial principles with an emphasis on interest rate determination in competitive market economies, the capital asset pricing model and operation of securities markets.

Taught: Fall.

Prerequisite: ACC 201, ECO 102 or 104, MAT 220, and BUS 128

Credit: 3 hours; cross-listed as ACC 205.

300: Money and Banking.

Goal: To analyze and understand the rapidly changing financial market, emphasizing the role of money and banking institutions in the economic system.

Content: Analyzes money in the economic organization, monetary theory, methods of stabilizing the price level, theories of bank deposits, discount policy, and the regulation of credit by central banks and the interest rates.

Taught: Fall. Alternate years.

Prerequisite: ECO 102 and 104.

Credit: 3 hours.

302: International Trade.

Goal: To study the theory of international trade with special emphasis on the gains from trade, the terms of trade, the balance of payments, foreign exchange rates, and international monetary systems.

Content: Examination of international economics from the standpoint of theory, with a special emphasis on several

current topics: the growing economic strength of the Pacific Rim, Europe, and the rapidly changing economics of Eastern Europe and the former Soviet Union.

Taught: Spring. Alternate years.

Prerequisite: ECO 102 and 104.

Credit: 3 hours.

325: Environmental Economics.

Goal: To analyze the causes of environmental degradation and the role that markets can play in both causing and solving pollution problems.

Content: Examination of pricing incentives versus direct control approaches to regulating water pollution, air pollution, atmospheric change, and acid rain and the disposal of solid and hazardous wastes.

Taught: Spring. Alternate years.

Prerequisite: ECO 104.

Credit: 3 hours.

330: Econometrics.

Goal: This course provides an introduction to methods of quantitative analysis of economic data.

Content: This course reviews basic statistical methods and probability distributions. Topics include data management using professional statistical software applications, multiple regression analysis, hypothesis testing under conditions of multicollinearity, heteroscedasticity, and serial correlation.

Taught: Fall. Alternate years.

Prerequisite: ECO 102, ECO 104, and MAT 220.

Credit: 3 hours.

396, 397: Special Topics in Economics.

Goal: To provide an opportunity for exploration of a topic not offered as part of the curriculum. A student may take no more than six semester hours in special topics courses.

Content: Examination of special topics, problems, or issues in economics that seem particularly relevant to student needs and interests. Topics announced annually.

Taught: Offered occasionally.

Prerequisite: Dependent on topic.

Credit: 3; 3 hours.

451: Directed Independent Study.

Goal: To provide the student with the opportunity for independent study, under careful supervision, of significant topics in economics selected in consultation with the instructor.

Content: Varies.

Taught: Fall, Spring.

Prerequisite: Permission of the program director.

Credit: 1-9 hours.

452/199: Field Study.

Goal: To provide the student with intensive, specialized work experience in the area of economics.

Content: Observation and participation in the work of economics professionals.

Taught: Fall, Spring, and Summer.

Prerequisite: Adequate course work for the placement selected and permission of the faculty advisor; approval of

the Director of Career Development.

Credit: 1-12 hours.

475: Portfolio Seminar.

Goal: To provide a forum for economics majors in which students discuss analyze, critique and prepare a senior portfolio documenting their integrative experience.

Content: Students will reflect upon the interdisciplinary nature of their courses of study including the general education experiences and their relationship to their major. This course includes the formal presentation of a portfolio documenting these experiences.

Taught: Fall and Spring.

Prerequisite: Junior or senior standing.

Credit: 1 hour; cross-listed at BUS 475.

490: Senior Seminar.

Goal: To encourage senior Economics majors to apply their accumulated knowledge to critical analysis of selected issues and problems in economics.

Content: Topics vary depending on interests of the students comprising the course each year.

Taught: Spring.

Prerequisite: Senior standing.

Credit: 3 hours

499: Honors Thesis. (Fee required)

Education



The Conceptual Framework. The Wesleyan College Teacher Education Preparation Program's Conceptual Framework articulates the unit's vision of a diverse and multicultural global society, in which students must be able to confront the challenges of an ever changing, demanding, and information-rich technological world. Furthermore, the Conceptual Framework guides the curriculum for the department's mission of educating exemplary teachers, who are committed to the highest levels of teaching and student learning, intellectual growth, and the continued development of their expertise. These exemplary teachers internalize the ideals of a liberal arts education, demonstrate professional knowledge in the classroom, and demonstrate a deep understanding of the intricacies and ramifications of evaluation.

The unit's theme is "Educating Exemplary Teachers." The three foundational elements of liberal arts education, professional knowledge, and evaluation are integral to the development and sustainment of exemplary teachers.

These three elements are demonstrated by proficiencies that represent the crucial knowledge, skills, and dispositions of exemplary teachers. The proficiencies operationalize the three elements. These proficiencies are on a developmental continuum beginning with emerging status when the candidates start their field experiences and concluding with exemplary status when they complete their student teaching. The knowledge (K), skills (S), and dispositions (D) reflecting the expected proficiencies at the initial and advanced levels are shown below:

I. Liberal Arts Education. It is the experience of the Teacher Education Program that all teachers who possess the critical and intellectual skills that a liberal arts education affords have much to offer the teaching profession. This is because a liberal arts education first and foremost educates one for life. The liberal arts education provided at Wesleyan produces teachers who have a broad-base of knowledge, and they are self-directed, confident, diligent, and reflective about what they do.

Liberal Arts Education (Proficiencies):

I-1a. The candidate possesses knowledge in fine arts, science, mathematics, social studies, and humanities. (K)

I-1b. The candidate applies content knowledge across the curriculum by making curricular decisions based on best practices (e.g., critical thinking, problem-solving, innovation) and students' learning needs. (S)

I-1c. The candidate values intellectual independence (critical thinking, problem-solving, innovation) across the curriculum for all students. (D)

I-2a. The candidate understands the implications of constructivism in the classroom as it pertains to the students' creating their own meaning and their need to interact in a positive learning community. (K)

I-2b. The candidate creates a positive learning community that bolsters the tenets of constructivism by encouraging student interaction and participation in purposeful activities. (S)

I-2c. The candidate believes that a positive constructivist learning community plays a critical role in student active engagement, freedom to think divergently, attitude toward learning, and participation in learning activities. (D)

II. Professional Knowledge. "A person cannot teach what he or she does not know" (Danielson, 1996, p. 62). The National Board for Professional Teaching Standards (NBPTS) contends that "accomplished teachers have a rich understanding of the subjects they teach and appreciate how knowledge in their subject is created, organized, linked to each other disciplines and applied to real-world settings" (p. 3). Wesleyan College's candidates are those who attain a high degree of competence in the knowledge and skills necessary to lead a classroom of students.

In addition to professional knowledge, exemplary teachers must possess interpersonal knowledge (i.e., human interactions and caring relationships). While Wesleyan College's candidates recognize the importance of professional knowledge, they recognize the preeminence of human relationships in teaching. Exemplary teachers must possess interpersonal knowledge (i.e., human interactions and caring relationships).

Wesleyan's professors make the connection between the academic subjects and caring. The professors in the teacher education program and other departments at Wesleyan strive to impart this sense of caring in all the classes by requiring candidates to participate in service initiatives. Their choices of service projects often include the students with whom they work. The candidates learn about other cultures and the plight of various people as they study history and sociology. The candidates begin to inculcate this sense of caring in some of their methods courses as they observe in special education classrooms and complete case studies. By the time the candidates graduate, their commitment to service is established in their psyche and they understand that service to their community is an exemplar of caring. They have an understanding that a caring disposition is important in building positive relationships with their students and impacting students' academic achievement.

A critical facet of caring is appreciating diversity. In Wesleyan's teacher education program, diversity is used in its broadest sense, including not only race, ethnicity, sexual preference and gender, but also cognitive and developmental differences. "Difference" is the operative word since many exceptionalities can be viewed largely as a matter of differences, rather than deficits.

Professional Knowledge (Proficiencies)

II-3a. The candidate understands best practices, various learning theories, subject matter, curriculum development, and learner development necessary to make informed decisions about curriculum and instructional strategies. (K)

II-3b. The candidate develops lesson plans and units that demonstrate the use of a variety of instructional methods, resources, and technology based on knowledge of learner development. (S)

II-3c. The candidate appreciates the impact of learner development (physical, social, emotional, and cognitive) on instructional decisions. (D)

II-4a. The candidate understands the broad range of diversity (race, ethnicity, gender, sexual orientation, cognitive, skills, talents, interests, background, developmental). (K)

II-4b. The candidate structures the classroom and curriculum to meet the learning needs of diverse learners. (S)

II-4c. The candidate appreciates and shows respect for diversity by acknowledging the flexibility and fluidity of curricular decisions based on students' diverse learning needs. (D)

II-5a. The candidate understands how to create a viable classroom management plan. (K)

II-5b. The candidate creates a positive classroom environment by implementing an effective classroom management plan. (S)

II-5c. The candidate realizes the impact of a positive classroom environment in fostering a climate of teaching and learning. (D)

- II-6a. The candidate understands effective methods of building and nurturing interpersonal relationships in the classroom. (K)
- II-6b. The candidate builds effective interpersonal relationships in the classroom. (S)
- II-6c. The candidate believes that building caring relationships with students is critical to a lifetime of learning. (D)

III. Evaluation (Self and P-12 Student). Reflecting as an active process requires teachers to examine their past and present practices and use the analyses of these practices to make decisions about future practices. The real reason effective teachers monitor and reflect on their teaching is to become better teachers, thereby making a positive difference in their students' lives (Stronge, 2002).

Wesleyan's candidates understand that exemplary teachers must carefully choose multiple ways in which they assess their students, whether the assessment is for a grade or for diagnostic reasons. Wesleyan's constructivist-based principles compel candidates to learn to use forms of assessment that are authentic and measure the depth and breadth of learning. They also learn about standardized tests and the purposes of these tests in the learning process.

Evaluation (Proficiencies)

- III-7a. The candidate understands various types of student assessments. (K)
- III-7b. The candidate uses a variety of formal and informal assessments to inform instructional decisions
- III-7c. The candidate believes that it is necessary to use a variety of assessments in order to make prudent instructional decisions. (D)
- III-8a. The candidate knows a variety of self-assessment strategies for reflecting on his/her practices and the impact of these practices on student learning. (K)
- III-8b. The candidate refines and revises professional and/or pedagogical behaviors based on reflections. (S)
- III-8c. The candidate recognizes that reflections can provide the impetus for revising and refining professional and pedagogical practices. (D)

Sources:

Danielson, C. (1996). Enhancing professional practice: A framework for teaching. (1st ed.). Alexandria, VA: ASCD.
Stronge, J. (2002). Qualities of effective teachers. Alexandria, VA: Association for Supervision and Curriculum Development.

Teacher Education Program. Wesleyan College's early childhood education program prepares women to teach in grades pre-kindergarten through 5. The following teacher education program is approved by the Georgia Professional Standards Commission with the numbers in parentheses representing the typical grade levels for which teacher certification can be obtained:

1. Early Childhood Education (P-5)

Teacher Education at Wesleyan College is the responsibility of the College-wide Teacher Education Committee. This Committee's responsibilities include, but are not limited to, the approval or disapproval of all teaching field programs submitted by the departments, admission of students to teacher education programs, admission of students to student teaching, and recommendation of students for graduation.

Teacher Certification. Initial teacher certification may be obtained as a part of the student's regular four-year program. Course work is approved and designed to meet standards for certification in Georgia. In addition to a four-year degree from an approved college program, the Professional Standards Commission of the Georgia State Department of Education requires that applicants successfully complete Georgia Assessment for the Certification of Educators (GACE) Basic Skills Assessment, an assessment of competency in reading, writing, and mathematics, and GACE Content Assessment, an assessment tool measuring content area knowledge. Completion of the EdTPA portfolio is also a requirement to obtain a teaching certificate.

Post-Baccalaureate Status. Those individuals interested in teacher certification who have already earned a bachelor's degree can complete certification requirements within approved programs at Wesleyan. They should consult with the appropriate faculty member in the Education Department.

Teacher Candidate Preparation. Candidates preparing to work in schools as teachers must demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to have a positive impact on student learning. Candidates demonstrate the acquisition of these proficiencies (content, pedagogical, and professional knowledge, skill, and dispositions) by progressing through three transition points: Admission to Teacher Education, Admission to Clinical Practice (Student Teaching), and Exiting from Clinical Practice (Student Teaching). They are required to complete an electronic portfolio at each transition point. In order to complete the required experiences and labs associated with this program, all students should have consistent and reliable access to transportation.

Portfolios. Portfolios, a collection of education artifacts, provide insight into the candidate's development and into the effectiveness of the education program. Candidates begin collecting artifacts for Portfolio I in the first education course (EDU 201-e.g., philosophy paper). As these artifacts are collected, they should be placed into the candidate's electronic portfolio. The candidate is expected to

- 1) submit Portfolio I to the education department as part of the requirements for admission to the program,
- 2) submit Portfolio II to the education department as part of the requirements for admission to student teaching, and
- 3) submit Portfolio III to the education department as part of the requirements for exiting student teaching and for graduation.

I. Transition Point 1: Admission to Teacher Education

Each student who desires certification in education must apply for admission to the Teacher Education Program. Application for admission to the Teacher Education Program may be made upon completion of EDU 201, EDU 290, EDS 114, and four general education courses as follows:

- 1) One Fine Arts
- 2) One Humanities, Social & Behavioral Sciences, or Professional Studies,
- 3) One Mathematics, and
- 4) One Laboratory Science

Courses must be completed with a grade of C or better. The following requirements must be met before a student may be considered for admission to the Teacher Education Program by the Teacher Education Committee:

Completion of Portfolio I:

- 4 General Education Courses (See above.)
- Philosophy paper
- Diversity paper
- Code of Ethics Assessment (there is a \$30.00 fee associated with this)
- The following general elements:
 - a cumulative grade point average of 2.50 of all college work attempted;
 - unofficial college transcript(s) (Wesleyan and any transfer transcripts)
 - completion of the declaration of major form and its accompanying audit sheet;
 - successful completion (C or better) in EDU 201, EDU 290, and EDS 114;
 - completion of CPR (Cardio-Pulmonary Resuscitation) certification;
 - satisfactory completion of the GACE Basic Skills Assessment which assesses competency in reading, writing, and mathematics; GACE Basic Skills Assessment may be exempted by 1000 on SAT (verbal and math sections); or GRE 1030 (verbal and quantitative); or ACT 43 (English and mathematics combined)
 - successful completion of writing proficiency or WRI 101;
 - background check form with Bibb County Schools;
 - providing evidence of current membership in a professional organization;
 - signed Conceptual Framework (CF) Contract (no older than 6 months);
 - signed Ethics and Honor form (no older than 6 months);
 - signed physical demands of education form (no older than 6 months); and
 - the establishment of a MyPSC online account

Admission to the College does not constitute admission to the Teacher Education Program. Final acceptance is dependent upon approval by the Teacher Education Committee. After acceptance into the Teacher Education Program, a student must maintain a Wesleyan grade point average of 2.50 in order to continue taking education courses, in order to be admitted to student teaching, and in order to graduate with a major in early childhood education. Students must earn a grade of C or better in all professional education courses and teaching field courses. Candidates must take the following courses before being admitted into the Teacher Education Program: EDS 114, EDU 201, 290. Any student who is not enrolled at Wesleyan College for more than two semesters after acceptance into the Teacher Education Program must reapply to the program.

II. Transition Point 2: Admission to Clinical Practice (Student Teaching)**Completion of Portfolio II:**

In order to be approved for clinical practice (student teaching), the student must have a cumulative Wesleyan grade point average of 2.50 or greater. A grade of C or better must have been attained in all teaching field courses and professional education courses. A candidate who makes a D or F in any coursework applicable to the major must repeat the course and make a C or higher.

- Four Field Experiences Observation Instrument (FEOI) forms (completed by the supervising professor and/or cooperating teachers)
- A new philosophy paper (demonstrating growth as candidate)
- An Ethics and Disposition Essay
- A Classroom Management Plan

- The following general elements:
 - current copy of CPR (Cardio-Pulmonary Resuscitation) certification
 - evidence of current membership in a professional education organization (e.g., Georgia 103 Association of Educators (GAE) or Professional Association of Georgia Educators (PAGE);
 - signed Ethics and Honor form (no older than 6 months)
 - signed Conceptual Framework (CF) Contract (no older than 6 months)
 - signed physical demands of education form (no older than 6 months)
 - unofficial Wesleyan transcript

A candidate should be approved for clinical practice (student teaching) no later than the first week of November for teaching in the spring semester, or the first week of April for teaching in the fall semester.

Note: There is a required fee of \$300.00 for all candidates enrolled in student teaching and a \$300.00 assessment fee for all candidates enrolled in EDU 420. Candidates should contact Business Office for fees associated with these courses. Admission to the education program does not constitute automatic admission to clinical practice (student teaching). Each is a separate procedure. Candidates should not have outside jobs during clinical practice (student teaching). Only classes in the clinical practice (student teaching) block (EDU 420 and EDU 490) may be taken during the clinical practice (student teaching) semester. Any additional class must be approved by the Education Department before the start of the requested class.

III. Transition Point 3: Exit from Clinical Practice (Student Teaching)

Completion of Portfolio III:

In order to exit clinical practice and pass EDU 490, a student must submit the following:

- Cumulative grade point average of 2.50 or higher in all major coursework taken at Wesleyan College, and a cumulative Wesleyan grade point average of 2.50 overall;
- Three Candidate Keys Observation Forms (CKOF) (completed by the supervising professor and/or supervising teachers);
- EdTPA Portfolio (completed in EDU 420 & 490);
- And the final State of Georgia Ethics assessment (there is a \$30.00 fee associated with this)

Note: Grades earned in transferred courses that are part of the major are not calculated in the minimum 2.50 grade point average that is required in the major for graduation.

IV. Transition Point 4: Exiting the Program

Professional collection of artifacts. Approximately three weeks prior to graduation, a student should compile the following items in an electronic format that can be shared professionally with potential employers:

1. A professional resume
2. One professionally obtained letter of reference
3. All 8 INTASC standards artifacts and justifications

*****While the GACE 001 & 002 content exams are NOT required to exit the program, we HIGHLY suggest that these be scheduled and taken prior to graduation, as a candidate will not be certified to teach until she has passed them.*****

******Submission of the EdTPA portfolio is required and will be scored as Complete or Incomplete for the purposes of this program. Obtaining a Complete on the EdTPA does not guarantee a passing score once this has been submitted to be scored by Pearson.******

Field Experiences and Labs

Teacher Education is a field-centered educational experience built around goals of attaining certain specified competencies. Students are placed in classrooms in the surrounding school systems for field experiences and educational labs, providing experience and knowledge of the practical aspects of teaching. Field experiences or labs are required in all education courses and are of three types as described below:

1. Observations and Field Experience Related to Course Work

In the teaching field courses, the student is placed in classrooms for the purpose of observing teacher and student behavior, assisting the teacher, and assisting in instruction. Students are assigned a set number of observation hours they need to schedule with their assigned classroom teacher in order to obtain full credit for the field experience portion in each course. **In order to complete all required field experiences, all education students should have consistent and reliable access to transportation.**

2. Professional Lab Courses

In the professional lab courses, the student is placed in classrooms for the purpose of planning, teaching, and assessing a standards-based, content-specific instructional unit. Students are expected to attend the assigned location for the duration of the semester in order to obtain full credit in the lab course. **In order to complete all required lab courses, all education students should have consistent and reliable access to transportation.**

3. Clinical Practice (Student Teaching)

Clinical Practice (student teaching) is the culmination of professional field experience and professional lab course competencies during the candidate's senior year. Candidates learn and teach for at least 13 weeks in the classroom of a certified teacher who has been selected as being an excellent example of the teaching profession.

Integration of Technology. Pre-service teachers at Wesleyan College will use technology to gather information and apply appropriate multimedia tools as they develop and implement quality instruction. Interactive technology-based learning activities are integrated throughout the respective education courses. Students use hardware and software housed in the education classrooms to explore the computer-based educational resources and instructional techniques. Education facilities are networked to the Internet. In addition, education majors are provided opportunities to collaborate on the development, use, and application of instructional technology in the college classrooms and in their field-based classrooms.

Course Requirements. In addition to classroom experiences, the Teacher Education Program requires three types of academic work including general education, teaching field education, and professional education. The teaching field component includes those courses specifically geared to providing the knowledge, skills, and dispositions necessary to teach a specific age level or academic discipline in the schools. In order to receive state certification, a minimum grade of C is required in all courses applied to the teaching field and the professional education sequence. Professional education is provided through courses designed to aid the student in achieving certain competencies required by the education profession. It includes courses in the foundations of education, growth and development of children in an educational context, learning theory, methods courses, clinical practice (student teaching), and others. Clinical Practice (student teaching) must be completed in public school settings and is

arranged by the counties' placement officials in conjunction with Wesleyan's field experiences coordinator. Wesleyan's Education faculties supervise students within the specific content course in which they are enrolled. Courses related to each major are described below.

Integrative Experience. Education students will fulfill the integrative experience through the course: EDR 390.

EARLY CHILDHOOD EDUCATION (P-5)

The Early Childhood Education (ECE) Program leading to the Bachelor of Arts degree is offered to students planning to teach in prekindergarten through grade five (P-5). The program is designed to give a broad background of general professional courses to assist in developing the understandings and competencies essential to effective teaching. The major consists of 85 semester hours of education (professional development) and related course work.

I. ECE majors must complete all of the College's general education requirements for the bachelor of Arts degree, including the following 26 required general education courses and components for early childhood majors (26 hours):

ENG 111 Analyzing Literature	3 hours
HIS 130 The United States to 1877	3 hours
HIS 135 The United States Since 1877	3 hours
MAT 192 Mathematical Reasoning	3 hours

From the following biology courses, choose one

BIO 110 Principles of Biology I: Biological Processes	4 hours
or BIO 103 Human Biology	4 hours
or BIO 203 Research Methods in Biological Sciences	4 hours

From the following physical sciences, choose one

CHM 101 General Chemistry I	4 hours
or ESC 150 Principles of Environmental Science	4 hours
or PHY 106 Astronomy	4 hours

Additional general education courses

EDU 207 Dynamics of Children's Literature	3 hours
EDS 114 Understanding Learning	3 hours

(MUST be taken prior to being admitted into the ECE program)

II. Required professional development course work (21 hours):

EDU 290 Exceptionalities in Children and Adolescents	3 hours
EDU 201 Foundations of Education	3 hours

(Should be taken prior to being admitted into the ECE program)

Students must take the following courses but do not have to be formally admitted into the teacher education program to be eligible: (15 hours):

ART 361 Elementary Arts: Curricula and Methods	3 hours
HPE 412 Professional Prep. for Elementary School Health & Physical Education	3 hours

MUS 278 Teaching Children Through Music	3 hours
EDU 245 Child Development and Learning	3 hours
EDU 255 Technology in Education	3 hours

III. Major Courses (38 hours):

The following courses cannot be taken until the candidate has been fully admitted into the ECE program (26 hours):

EDR 300 Teaching Reading and Writing in the ECE Classroom	3 hours
EDR 300 Lab	1 hour
EDR 340 Reading Assessment and Instruction in the ECE Classroom	3 hours
EDR 390 Comprehensive Literacy in the ECE Classroom	3 hours
EDR 390 Lab	1 hour
EDU 308 Teaching Mathematics in the ECE Classroom	3 hours
EDU 308 Lab	1 hour
EDU 370 Social Studies in the ECE Classroom	3 hours
EDU 370 Lab	1 hour
EDU 380 Science Methods and Materials in the ECE Classroom	3 hours
EDU 380 Lab	1 hour
EDU 402 Classroom Management	3 hours

Students must take the following courses during the semester in which they accomplish their student teaching requirement: (12 hours):

EDU 420 Professionalism and Curriculum Development	3 hours
EDU 490 Student Teaching	9 hours

Minor in Reading

A minor in reading prepares students to teach reading and writing at the early childhood level. In addition to learning the process of teaching reading, the student will learn the writing process and understand the relationship that exists between reading and writing. Students learn to assess reading and writing and use the assessment results to inform instruction. Furthermore, courses in the reading minor allow the student to examine and use children's literature as mentor texts for reaching reading and writing strategies in the context of the reading and writing workshops. Finally, candidates will learn to teach reading strategies in the content areas of science, social studies, and mathematics.

Goals of the minor in reading:

1. To provide the student with a deep knowledge of literacy development (listening, speaking, reading, writing, and viewing)
2. To provide the student with a deep knowledge of reading and writing pedagogy.
3. To prepare the student to teach reading and writing in the early childhood classroom.
4. To prepare the student to earn a reading endorsement by taking the GACE content in reading after earning a clear renewable teaching certificate.
5. To prepare the student for graduate study in reading.

The following courses are required for the reading minor: (17 hours)

ENG 111 Analyzing Literature	3 hours
EDR 300 Teaching Reading and Writing in the ECE Classroom	3 hours

EDR 300 Lab	1 hour
EDR 340 Reading Assessment and Instruction in the ECE Classroom	3 hours
EDR 390 Comprehensive Literacy in the ECE Classroom	3 hours
EDR 390 Lab	1 hour
EDU 207 Dynamics of Children's Literature	3 hours

Note: the reading minor candidate is urged to take at least one of the following courses as an elective:

ENG 161 Creative Writing	3 hours
HUM 260 Women's World Literature	3 hours

Minor in Educational Studies

The Educational Studies minor is designed for the student who has a general interest in the K12 classroom at the Early Childhood, Middle Grades, or Secondary level. EDS minors are not required to be admitted to the Education Program in order to take upper level required courses. The minor does not lead directly to state certification, though it does prepare graduates to enter post-baccalaureate, alternative certification programs such as Georgia TAPP, offered by Regional Educational Service Agencies (RESA) throughout the state or an MAT (Masters of Arts in Teaching initial certification) program.

Minor Requirements (Early Childhood)

<i>I. Foundation Courses</i>	<i>(15 hours)</i>
EDS 114 Understanding Learning	3 hours
EDU 201 Foundations of Education	3 hours
EDU 290 The Exceptional Child	3 hours
EDU 255 Technology in Education	3 hours
EDU 245 Development and Learning	3 hours
<i>II. Methods</i>	<i>(7 hours)</i>
EDR 300 Teaching Reading and Writing in the ECE Classroom	3 hours
EDR 300 Lab	1 hour
EDU 402 Classroom Management	3 hours
<i>III. Field</i>	<i>(1 hour)</i>
EDU 452 Field Experience	1 hour

Total: 23 hours

Note: ECE track students are strongly encouraged to take courses from the following list, as their schedule allows.

EDU 207 Dynamics of Children's Literature
EDU 308 Teaching Math in the ECE Classroom
EDU 370 Social Studies in the ECE Classroom
EDU 370 Lab
EDU 380 Science Methods and Materials in the ECE Classroom
EDU 380 Lab
EDR 390 Comprehensive Literacy in the ECE Classroom
EDR 390 Lab

Minor Requirements (Middle Grades and Secondary)

<i>I. Foundation Courses</i>	<i>(15 hours)</i>
EDS 114 Understanding Learning	3 hours
EDU 201 Foundations of Education	3 hours
EDU 290 The Exceptional Child	3 hours
EDU 255 Technology in Education	3 hours
PSY 331 Child Psychology or EDU 245 Development and Learning	3 hours
<i>II. Elective Courses (Choose one course. Foundation courses must be successfully completed before students can take their elective course. 3; 4 hours if lab component is required.)</i>	<i>(3; 4 hours)</i>
EDS 313 Children, Nature and Society	3 hours
EDU 207 Dynamics of Children's Literature	3 hours
EDR 300 Teaching Reading and Writing in the ECE classroom.	3 hours
EDR 300 Lab	1 hour
EDU 308 Teaching Mathematics in the Early Childhood Classroom	3 hours
EDU 308 Lab	1 hour
EDU 370 Social Studies in the Early Childhood Classroom	3 hours
EDU 370 Lab	1 hour
EDU 380 Science Methods and Materials in the ECE Classroom	3 hours
EDU 380 Lab	1 hour
<i>III. (Required. May be taken at the same time as elective course)</i>	<i>(3 hours)</i>
EDU 402 Classroom Management	3 hours
<i>IV. Final course</i>	<i>(1 hour)</i>
EDU 452 Field Experience.	1 hour

Total 22 hours.

Note: Students are responsible for their own transportation associated with field experiences in all EDU courses.

Education (EDU) General Education Course Descriptions

207: Dynamics of Children's Literature.

Goal: To examine and apply a high level of analysis to various genres of literature, ranging from folklore to contemporary realistic fiction and nonfiction. Pieces of children's literature will be used as mentor texts to study published authors' craft and style, stir the imagination, inspire the students to explore their personal writing potential, and use literature as the impetus for creating original writing. The ultimate goal of this course is to acquaint the students with the vast array of children's literature, use it as model for writing, and recognize its enduring and broad impact on their progress as writers.

Content: This course examines numerous genres of children's literature as they relate to various content areas and to the craft of writing. The following topics will be addressed: Using children's literature to discuss selected content

areas; using literature to introduce and support the writing process in the writer's workshop structure; appreciating the various dimensions of children's literature as mentor texts; exploring the artwork in children's literature and its relationship to the written text; using literature as a model for writing.

Field Experience Hours: 0.

Taught: Spring.

Prerequisites: WIS 101 or ENG 101 and Writing Proficiency.

Gen. Ed. Category: Developing; Writing Competency, (PS)

Credit: 3 hours.

Education (EDU) Other Course Descriptions:

201: Foundations of Education.

Goal: To begin a continuing investigation of the nature of education.

Content: Philosophical, historical, political and social issues including multicultural aspects, women and education, special needs of children, and future technological advances in education.

Field Experience Hours: 15

Taught: Spring.

Credit: 3 hours.

245: Child Development and Learning.

Goal: To study the early childhood learner and gain an understanding of appropriate curricula and specific skills necessary to teach young children

Content: Characteristics, needs, stages of physical, emotional, intellectual, and social development of young children. Emphasis on observing learning environments and creating learning experiences appropriate to developmental characteristics. Focus on the levels of learning and making developmentally appropriate instructional choices.

Field Experience Hours: 20.

Taught: Spring.

Credit: 3 hours.

255: Technology in Education.

Goal: To gain knowledge and skills necessary to integrate technology with the content and pedagogy in the education methods courses.

Content: The content, concepts, and applications of a variety of educational software and tools, as well as, the special issues pertaining to the management and maintenance of these materials will be explored. Candidates will become familiar with the National Educational Technology Standards and the Georgia State Technology Requirements. In addition, the candidates will plan, teach and assess a series of four technology-connected lessons in their field experiences.

Field Experience Hours: 15.

Taught: Fall.

Credit: 3 hours.

278: Teaching Children Through Music.

Goal: To prepare classroom teachers to conduct appropriate music activities and to teach music effectively in grades P-5.

Content: Basic music concepts, skills, and materials appropriate for elementary school children in the classroom.

Taught: Spring. Alternate years.

Credit: 3 hours; cross-listed as MUS 278.

290: Exceptionalities in Children and Adolescents.

Goal: To understand exceptionalities and mainstreaming exceptional children into the regular classroom.

Content: An examination of the problems of children with evidence of mental, physical, emotional, and educational difficulties in the classroom. Emphasis is given to finding and implementing specific adaptive teaching techniques in the regular K-5 classroom. Legal aspects related to P.L. 94-142, teacher and parent participation, assessment, placement and facilities.

Field Experience Hours: 15.

Taught: Fall.

Credit: 3 hours.

308: Teaching Mathematics in the Early Childhood Classroom.

Goal: To gain knowledge and skills necessary to foster the development of mathematical content and processes, and positive attitudes in early childhood students.

Content: The content, concepts, and skills of the early childhood mathematics curriculum and the special methods of teaching the material. Materials appropriate to teaching mathematics are explored including manipulatives, computer materials, textbooks, and teacher-made materials. Students become familiar with National Council of Teachers of Mathematics (NCTM) Standards. The candidate will implement meaningful integrative experiences and curricula in mathematics that are appropriate for the early childhood learner.

Prerequisites: Admission to the Teacher Education Program.

Taught: Spring.

Credit: 3 hours.

308 Lab: Teaching Mathematics in the Early Childhood Classroom Lab.

Goal: To experience planning, teaching, and assessing mathematical content in an elementary classroom setting.

Content: The candidate will observe, plan, teach, and assess mathematically focused lessons in an elementary classroom setting under the supervision of a cooperating teacher in the public schools.

Co-requisite: EDU 308.

Taught: Spring.

Credit: 1 hour.

370: Social Studies in the Early Childhood Classroom.

Goal: To facilitate understanding and appreciation of inquiry methods of social studies instruction in the context of classroom learning community.

Content: History, geography, economics and citizenship are all examined through the lenses of social education, discovery learning, storytelling as pedagogical method, and expanding horizons perspectives.

Prerequisite: Admission to the Teacher Education Program.

Taught: Spring.

Credit: 3 hours.

370 Lab: Social Studies in the Early Childhood Classroom Lab.

Goal: To experience planning, teaching, and assessing social studies content in an elementary school setting.

Content: The candidate will observe, plan, teach, and assess social studies focused lessons in an elementary classroom setting under the supervision of a cooperating teacher in the public schools.

Co-requisite: EDU 370.

Taught: Spring.

Credit: 1 hour.

380: Science Methods and Materials in the ECE Classroom.

Goal: To facilitate an understanding of the scientific and inquiry methods in the context of the classroom learning community

Content: This inquiry-based course will provide the pre-service teacher candidate (early childhood and middle grades science concentration) with the knowledge, skills, and practical experience necessary to develop a variety of science instructional techniques and strategies that are applicable to early childhood and middle grades students.

Prerequisite: Admission to the Teacher Education Program.

Taught: Fall.

Credit: 3 hours.

380 Lab: Science Methods and Materials in the ECE Classroom Lab.

Goal: To experience planning, teaching, and assessing science content in an elementary school setting.

Content: The candidate will observe, plan, teach, and assess science focused lessons in an elementary school setting under the supervision of a cooperating teacher in the public schools.

Co-requisite: EDU 380.

Taught: Fall.

Credit: 1 hour.

396, 397: Special Topics in Education.

Goal: To conduct an in-depth study of a special topic in education.

Content: The topics covered will vary from time to time, and a student may take no more than two such courses within the department. Representative special topics include research in education, teaching in a culturally pluralistic society, women in education, informal education in American schools, and special education.

Prerequisite: Permission of the instructor, education department and the program director

Taught: Offered occasionally.

Credit: 3 hours.

402: Classroom Management.

Goal: To understand principles and implement practices of effective classroom management and discipline. To develop a personal philosophy of classroom management consistent with one's educational philosophy.

Content: An intensive study of various models, methods and philosophies of classroom management with emphasis on preventive strategies. Techniques for individual as well as group management including understanding students' needs. Comparison of assertive discipline, humanistic approaches, behavior modification, among others.

Prerequisite: Admission to the Teacher Education Program, permission from the professor

**Neither of these are required for EDS minors to take this course.*

Field Experience Hours: 15

Taught: Fall.

Credit: 3 hours.

****There is a \$360.00 Field trip fee associated with this course.***

420: Professionalism and Curriculum Development.

Goal: The goal of this speech-intensive course is to provide the pre-service teacher with a broad understanding of the school as an institution and a business that serve the needs of both individuals and society. This goal will be accomplished by increasing the candidate's professionalism as she completes the requirements for certification and prepares to enter the teaching profession. An additional goal includes understanding the intricacies, purposes, and impact of curriculum development at the elementary school levels. This will be achieved through the study of curricular patterns of elementary schools and through the study and application of the curriculum development process.

Content: Professional conduct and dress, parent communication and legal issues, documentation in the classroom, group dynamics (large and small), résumé writing, interviewing skills, and job hunting. Content also includes philosophy of education, current social issues, human development, learning and cognition, and the process and methods of curriculum development. (speech-intensive course)

Prerequisite: Admission into Student Teaching

Taught: Spring or Fall - during the student teaching semester.

Credit: 3 hours.

****There is a \$300.00 EdTPA portfolio evaluation state assessment fee required in this course beginning Spring of 2015.***

451: Directed Independent Study.

Goal: To conduct a detailed study in a particular area of interest in education.

Content: Varies.

Prerequisite: Open only to advanced students with permission of education department and program director.

Taught: Fall, Spring.

Credit: 1-6 hours.

452/199: Field Study.

Goal: To gain experience in an educational setting.

Content: Work, observation, analysis in an educational environment such as public or private schools, churches, children's organizations, etc. Students earn EDU 199 credit for participation in Wesleyan Volunteers for Literacy.

Prerequisite: Open only to advanced students with permission of education department and program director.

Taught: Fall, Spring, Summer.

Credit: 1-12 hours.

490: Student Teaching.

Goal: To demonstrate effective methods of teaching, classroom management, and professional teaching behaviors.

Content: A minimum of thirteen full weeks of teaching in public schools under the direction of a certified classroom teacher and a college supervisor.

Prerequisites: Admission to Teacher Education; completion of all methods courses; and admission to Student Teaching. Placement made by Education Department and school systems' field placement officials.

Taught: Fall, Spring;

Credit: 9 hours.

****There is a \$300.00 Field Supervision fee associated with this course.***

Education in Reading (EDR) Course Descriptions

300: Teaching Reading and Writing in the ECE Classroom.

(Required for education majors and educational studies minors)

Goal: To understand and reflect on the process of teaching reading and writing.

Content: This course is the first reading course in a three-course sequence. The course will help the candidates investigate various research-based approaches, techniques, and strategies for teaching students the five components of reading instruction: Phonemic Awareness, Phonics, Fluency, Vocabulary Development, and Comprehension. EDR 300 will address the foundational elements and theoretical bases of reading and writing instruction. In addition, the candidates will be introduced to reading and writing assessment techniques.

Prerequisites: Admission to the Teacher Education Program.

Taught: Fall.

Credit: 3 hours.

300 Lab: Teaching Reading and Writing in the ECE Classroom Lab.

Goal: To experience planning, teaching, and assessing reading and writing content in an elementary school setting.

Content: The candidate will observe, plan, teach, and assess reading and writing focused lessons in an elementary classroom setting under the supervision of a cooperating classroom teacher in the public schools.

Co-requisite: EDR 300.

Taught: Fall.

Credit: 1 hour.

340: Reading Assessment and Instruction in the Early Childhood Classroom.

Goal: To learn, interpret, and apply reading and writing assessment techniques.

Content: This course is designed to give the early childhood candidate the necessary tools for administering, scoring, and interpreting informal and formal reading assessments. In addition, this course will help the candidate learn to use the assessment results to make informed decisions about instructional strategies.

Prerequisite: EDR 300; Admission to the Teacher Education Program.

Field Experience Hours: 15

Taught: Spring.

Credit: 3 hours.

390: Comprehensive Literacy in the ECE Classroom.

Goal: To understand and learn ways to integrate language arts with content (science, social studies, and math) in the context of reader's and writer's workshops.

Content: This course explores the integration of the language arts (listening, speaking, writing, reading, and viewing) and content (mathematics, science, social studies) in the P-5 classrooms in the reader's and writer's workshops. The course will focus on essential literacy competencies identified by the National Reading Panel: Fluency, Word Identification, Vocabulary, and Writing.

Prerequisites: Admission to the Teacher Education Program; EDR 300; EDR 340.

Taught: Fall.

Credit: 3 hours; Senior Integrative Experience.

390 Lab: Comprehensive Literacy in the ECE Classroom Lab.

Goal: To experience planning, teaching, and assessing literacy content in an elementary school setting.

Content: The candidate will observe, plan, teach, and assess literacy focused lessons in an elementary classroom setting under the supervision of a cooperating teacher in the public schools.

Taught: Fall.

Credit: 1 hour.

Educational Studies (EDS) Gen. Ed. Course Descriptions

114: Understanding Learning.

Goal: Examination of learning theories, personally applied.

Content: Students will examine classical, historical, and contemporary theories of teaching, learning, and intelligence with the intent of gaining a better understanding of the nature and function of human learning, especially as applied to their own lives. Focus is on lifelong learning.

Taught: Fall.

Gen. Ed. Category: Exploring; Individuals and Communities, (PS)

Credit: 3 hours.

313: Children, Nature, and Society.

Goal: Students will learn to think critically about the urbanization/industrialization of our landscape and the corresponding effects on humanity.

Content: This course focuses on the importance of wild places in the social, emotional, psychological and physical development of children. Students will explore the relationship between Nature, learning, and well-being.

Prerequisites: EDS 114; Students must provide their own transportation for field experiences.

Taught: Occasionally.

Gen. Ed. Category: Synthesizing.

Credit: 3 hours.

English

The study of English offers students an opportunity to increase their rhetorical awareness and develop reading, writing, speaking, and analytic skills. These skills augment an individual's ability to communicate across cultures, develop a critical consciousness, understand our literary and cultural heritage, and succeed in professional fields. English offers courses in literature and writing. The literature program covers British, American, and world literature, and enables students to study literature from a variety of critical perspectives. Survey courses provide students a broad view, while seminars enable students to concentrate on writers, eras, or movements. Writing courses range from introductory level composition to professional writing and advanced argumentative and creative writing. Classes in English emphasize women's literature and gender studies, and give students the opportunity to reflect critically on themselves and others.

Major Program

English offers a major that prepares students for graduate study and/or professional opportunities. The English major begins with sophomore-level surveys and a course on methodology (ENG 210); the major ends with the Senior Seminar (ENG 401). Students should complete the 200-level courses before taking 300-level courses (see Prerequisites.)

Major Requirements: English

ENG 210	Introduction to Literary Criticism (I, II)	3 hours
ENG 401	Senior Seminar (III, IV)	3 hours

Required: 12 hours:

ENG 201	Survey of British Literature I (I, II)	3 hours
ENG 202	Survey of British Literature II (I, II)	3 hours
ENG 211	Survey of United States Literature I (I, II)	3 hours
ENG 212	Survey of United States Literature II (I, II)	3 hours

Required: 15 hours from the following:

ENG 337	Seminar in American Literature (II, IV)	3 hours
ENG 338	Seminar in British Literature (II, IV)	3 hours
ENG 347	Seminar in World Literature (II, IV)	3 hours
ENG 356	Argumentative Writing (I, III)	3 hours
ENG 361	Advanced Creative Writing (I, III)	3 hours
ENG 396, 397	Special Topics in English (II, IV)	3 hours

Elective: 3 hours from the following:

HUM/WST 260	Women's World Literature (II)	3 hours
ENG 217	African-American Literature (II)	3 hours
ENG 235	Narratives of Nature (II)	3 hours
ENG 265	Professional Writing (I, III)	3 hours
ENG 205	Perspectives on World Literature (II)	3 hours

Total hours in major: 36 hours

This major requires 36 hours in English or humanities beyond WIS 101 or ENG 101 and ENG 111. In addition to the courses listed below, the major includes an integrative experience and a workplace experience.

The student learning outcomes for the required courses in the English major are:

- I. articulating thoughts clearly and precisely, both orally and in writing
- II. demonstrating knowledge of a wide range of literature and competence in analyzing works of literature
- III. demonstrating rhetorical awareness by reflecting on her own writing process
- IV. demonstrating the ability to think synthetically by making connections among concepts, ideas, and texts

Requirements for the English major: (36 hours). The goal(s) each course fulfills are listed parenthetically.

(Note: ENG 337, 338, and 347 may be repeated once for a total of 6 hours credit in the English major. A student's transcript will indicate the focus of the seminar so as to distinguish the two classes.)

Integrative Experience. In the senior seminar (ENG 401), the English major-in consultation with her instructor-will select an interdisciplinary project that integrates her general education and elective courses, previous courses in the major, and where appropriate, work experience. This project will require the student to incorporate material from at least one academic discipline other than English. Each student will be responsible for selecting her own topic and determining the parameters of her project. Representative topics might include:

- Pre-Raphaelite poetry and art
- the influence of the Civil War on the American imagination (or any
- other significant social, historical or cultural event)
- representations of religion (Evangelicalism, Catholicism, Judaism, etc.)
- the legacy of the Harlem Renaissance
- the New Woman in fact and fiction
- Shakespeare in the twentieth century
- Darwinism and the 19th-century crisis of faith
- the political and economic contexts of 18th-century satire.

Projects may take several forms, including (but not limited to) a research paper, a website, a course syllabus, a conference presentation, or a portfolio. Each student will decide upon the most appropriate mode of presentation for her proposed topic.

Pre-professional Experience. Students who major in English will satisfy this component by providing their advisors a two-page summary of one of the following experiences: an internship taken as ENG 452, a summer employment experience acceptable to the English Department, volunteer work experience acceptable to the English Department, or another comparable work experience acceptable to the English Department. This summary will reflect upon how a liberal arts education enhances a student's preparation for careers and further professional growth.

Minor Requirements: English with a Literature Emphasis.

The minor with a literature emphasis consists of 18 hours beyond ENG 111 distributed as follows:

Required: 3 hours

ENG 210	Introduction to Literary Criticism	3 hours
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Required: 9 hours from the following:

ENG 201	Survey of British Literature I	3 hours
ENG 202	Survey of British Literature III	3 hours
ENG 211	Survey of United States Literature I	3 hours
ENG 212	Survey of United States Literature II	3 hours

Required: 6 hours from the following:

ENG 337	Seminar in American Literature	3 hours
ENG 338	Seminar in British Literature	3 hours
ENG 347	Seminar in World Literature	3 hours
ENG 396, 397*	Special Topics in English	3, 3 hours
ENG 356	Argumentative Writing	3 hours
*ENG 361	Advanced Creative Writing	3 hours

(*If the student opts to take ENG 356 or 361 as one of her two courses, the other must be a literature seminar.)

Total hours in minor 18 hours

Minor Requirements: English with a Writing Emphasis: The English Department offers an English Minor with a Writing Emphasis that provides students with advanced instruction in writing. The writing minor enhances students' understanding of the theoretical, interdisciplinary, and professional aspects of writing. Courses in the minor will teach students about the various forms of writing they are likely to encounter, provide opportunities to experiment with their writing processes and reflect on those processes, and teach techniques for modifying their writing styles for different audiences and formats.

The English Minor with a Writing Emphasis offers three benefits:

1. Extended writing experience and knowledge;
2. Pre-professional training in writing;
3. Preparation for graduate or professional school.

The English Minor with a Writing Emphasis is open to and appropriate for students majoring in any field. The minor serves those students who wish to both study and practice writing, including those who plan to pursue careers as professional writers or editors as well as those whose academic and professional careers will demand advanced writing skills.

The minor with a writing emphasis consists of 18 hours distributed as follows:

Required: 6 hours from the following:

ENG 101	English Composition: Essays	3 hours
ENG 111	Analyzing Literature	3 hours
ENG 215	Digital Culture	3 hours
ENG 161	Creative Writing	3 hours

Required: 3 hours from the following:

ENG 201	Survey of British Literature I	3 hours
ENG 202	Survey of British Literature III	3 hours
ENG 211	Survey of United States Literature I	3 hours
ENG 212	Survey of United States Literature II	3 hours

Required: 9 hours from the following, at least 6 of which must be at the 300 level:

ENG 265	Professional Writing	3 hours
ENG 356	Argumentative Writing	3 hours
ENG 361	Advanced Creative Writing	3 hours
ENG 452	Field Study	1-3 hours
COM 310	Rhetorical Criticism	3 hours

Total hours in minor 18 hours

Resources for Non-Majors. English courses are open to all students who satisfy the required prerequisites. English courses provide an excellent complement to nearly all majors because the study of literature and writing enables students to read, think, speak, and write well-necessary skills in professional life. Studies show that graduate schools, law schools, medical schools, government agencies, and business and industry choose those who possess these skills and are able to use them effectively.

Postgraduate Opportunities. Students who major in English are trained to think critically and analytically and to write competently, so that they will be better prepared for graduate school or careers. Majors often go on to graduate study in English or related fields such as law, medicine, journalism, communication, or library science.

English (ENG) Gen. Ed. Course Descriptions

111: Analyzing Literature.

Goal: Students will read, analyze, and discuss different genres of literature to think critically and strengthen their intellectual curiosity. They will organize and articulate their thoughts and contribute independent judgment to class discussion.

Content: Students will explore various literary genres (short story, poetry, drama) to strengthen their skills in close reading and literary analysis.

Taught: Fall and/or spring.

Prerequisite: Satisfactory completion of College writing proficiency requirement.

Gen. Ed. Category: Developing; Writing Competency; (HUM)

161: Creative Writing.

Goal: By reading and studying models of writing, emulating these models, and using them to inspire their own original work, students will develop their expertise in creative writing.

Content: Reading and writing short stories, poetry, and drama.

Taught: Alternate years.

Prerequisites: WIS 101 or ENG 101.

Gen. Ed. Category: Developing; Writing Competency; (HUM)

Credit: 3 hours.

205: Perspectives on World Literature.

Goal: Through close reading and discussion of literature from primarily non-Western cultures, students explore such topics as the legacy of colonialism in world literature, challenges of cross-cultural literary analysis, and strategies writers use to shape their identities or engender social change. Students will identify issues arising from increasingly complex global connections; analyze how components such as socio-economic status, ethnicity, race, and religion shape beliefs and behaviors; and communicate and interact effectively across cultures.

Content: Each semester this class selects a particular perspective from which to consider authors' use of creative writing to address issues in their lives and the lives of their communities. Such perspectives may include a particular geographical region, cultural phenomenon, or component of writers' identity (for example, African literature, globalization, or expatriated writers).

Taught: Alternate years.

Prerequisite: WIS 102 and one Exploring general education course.

Gen. Ed. Category: Expanding; Diverse & Interdependent world; (HUM)

Credit: 3 hours; cross-listed as AST 205 (for Asian content only).

215: Digital Culture.

Goal: Students will analyze works of art, literature, film, video games, websites, and other modes of cultural production, in order to better understand their experience of the contemporary digital media landscape.

Content: Students will consider the significant social changes that have taken place since the rise of digital communications, including areas as diverse as copyright and ownership, artistic and literary production, privacy rights, corporate media control, fandom, and grassroots social movements. A history of writing technologies will help students to see the computer as one of many such historical shifts in human consciousness and social institutions.

Taught: Alternate years.

Prerequisite: Successful completion of WIS 102 or equivalent and one Expanding general education course.

Gen. Ed. Category: Synthesizing; (HUM)

Credit: 3 hours.

217: Readings in African-American Literature.

Goal: Students will read and respond, both orally and in writing, to works from the African-American literary tradition to enhance their abilities to analyze texts and to explore connections among texts, and between texts and the cultures that produced them.

Content: Works by African-Americans such as Frederick Douglass, Zora Neale Hurston, Malcolm X, Jean Toomer, Gwendolyn Brooks, Toni Morrison, and Tayari Jones.

Taught: Alternate years.

Prerequisites: WIS 101 or ENG 101.

Gen. Ed. Category: Developing; Speaking Competency; (HUM)

Credit: 3 hours.

265: Professional Writing.

Goal: To introduce students to major components of professional communication such as audience analysis, ethics, collaboration, graphics, and design. To enable students to become proficient in writing professional documents such as e-mails, memos, resumes, websites, cover letters, and reports.

Content: Students will analyze the kinds of writing common in the workplace, understand the theories that inform professional communication, and practice strategies for successful professional writing.

Taught: Alternate years.

Prerequisite: WIS 101 or ENG 101.

Gen. Ed. Category: Developing; Writing Competency; (HUM)

Credit: 3 hours.

English (ENG) Other Course Descriptions

101: English Composition: Essays.

Goal: To introduce rhetorical principles that will enable students to produce clear, concise, and effective prose.

Through attention to fundamentals of grammar, mechanics, usage, and style, to guide students in writing correct and organized short essays, including essay examinations.

Content: Reading and writing essays.

Taught: Annually.

Prerequisites: Satisfactory completion of College writing proficiency requirement.

Credit: 3 hours.

201, 202: Survey of British Literature I and II.

Goal: To introduce students to the general literary characteristics and to the principal authors of English literature.

Content: Survey of English literature: ENG 201, from its beginnings to the 19th century; ENG 202, from the 19th century to the present.

Taught: ENG 201, Fall; ENG 202, Spring.

Prerequisites: WIS 101 or ENG 101 and ENG 111.

Credit: 3; 3 hours.

210: Introduction to Literary Criticism.

Goal: To introduce techniques of literary analysis, including terminology, strategies, and assumptions of recent influential theorists and critics.

Content: Theoretical and literary texts.

Taught: Annually.

Prerequisites: WIS 101 or ENG 101, ENG 111, and one of the following: ENG 201, ENG 202, ENG 211, ENG 212, or permission of the instructor.

Credit: 3 hours.

211, 212: Survey of United States Literature I and II.

Goal: To familiarize students with the range of American literature through intensive study of major American authors and texts.

Content: Writings by important literary figures from America, from the Puritans to modern times. ENG 211 covers the 1600's through 1865; ENG 212 covers 1865 to the present.

Taught: ENG 211, Fall; ENG 212, Spring.

Prerequisites: WIS 101 or ENG 101, and ENG 111.

Credit: 3; 3 hours.

235: Narratives of Nature: American Literature and Environmental Studies.

Goal: Readings will enable students to contextualize a history of environmental debates in the U.S. Students will develop and strengthen writing, discussion, and critical thinking skills.

Content: The imagined divide between nature and civilization has inspired both Manifest Destiny dreams and anxious apocalyptic nightmares throughout the history of American literature. This course will explore the role of the environment in the American literary imagination and may include not only fiction and poetry, but also science writing, nature journals, and ecocritical/ecofeminist philosophies. Texts will help students consider how tensions between nature and technological progress play a foundational role in American culture, yet selected readings will work to complicate pat concepts of a nature/culture divide.

Taught: Alternate years.

Prerequisites: WIS 101 or ENG 101.

Credit: 3 hours.

291: Directed Independent Study.

Goal: To provide an opportunity for intermediate-level independent study.

Content: Independent work of interest to the student and approved by the instructor and program director.

Taught: Fall, Spring.

Prerequisites: Permission of instructor and program director.

Credit: 1-6 hours.

337: Seminar in American Literature.

Goal: To study a movement, theme, genre, era, or writer(s) in American literature. The focus of each seminar will vary. Representative topics might include southern women writers, the American novel, American drama, American modernism and postmodernism.

Content: Texts by poets, dramatists, essayists, and/or novelists as appropriate to topic. Critical essays pertaining to relevant works.

Taught: Annually.

Prerequisites: ENG 211 or 212, and ENG 210.

Credit: 3 hours.

338: Seminar in British Literature.

Goal: To study a movement, theme, genre, era, or writer(s) in British Literature. Focus of each seminar will vary. Representative topics might include Shakespeare and his contemporaries, 18th century satire, the Romantic era, 19th century female novelists, Victorian and Edwardian drama, modernism.

Content: Texts by poets, dramatists, essayists, and/or novelists as appropriate to topic. Critical essays pertaining to relevant works.

Taught: Annually.

Prerequisites: ENG 201 or 202, and ENG 210.

Credit: 3 hours.

347: Seminar in World Literature.

Goal: To study a movement, theme, genre, era or writer(s) focusing primarily on works outside the American and English traditions. The focus of each seminar will vary. Representative topics might include Chinese poetry, the African novel, revolutions in world literature, the Russian novel.

Content: Texts by poets, dramatists, essayists, and/or novelists as appropriate to topic. Critical essays pertaining to relevant works.

Taught: Alternate years.

Prerequisites: ENG 210.

Credit: 3 hours.

356: Argumentative Writing.

Goal: To introduce students to the principles of rhetoric in composition and criticism and to teach them to improve their writing.

Content: Theories of rhetoric and composition with emphasis upon word choice, rhetorical tropes, argument, supporting materials, structure, and style.

Taught: Alternate years.

Prerequisites: WIS 101 or ENG 101, and ENG 111, or permission of instructor.

Credit: 3 hours.

361: Advanced Creative Writing.

Goal: To enable advanced students to develop their skills writing poetry, fiction, and/or drama.

Content: Drafts of student work, professional models of writing, texts on the craft and business of creative writing.

Taught: Alternate years.

Prerequisites: ENG 161 or permission of instructor.

Credit: 3 hours.

396, 397: Special Topics in English.

Goal: To allow students to concentrate on a major writer, genre, a theme, or a limited period of literary history.

Content: Topics vary, depending on student needs and interest. A student may take no more than two special topic courses. Representative special topics might include Arthurian literature, Irish literature, or Gothic literature.

Taught: Alternate years.

Prerequisites: WIS 101 or ENG 101; ENG 111; ENG 210; ENG 201, 202, 211 or 212; or permission of instructor.

Credit: 3; 3 hours.

401: Senior Seminar.

Goal: To enable senior English students to apply their accumulated knowledge to critical analysis of selected issues in literary studies. To encourage independent thought and judgment while providing a forum in which students demonstrate their knowledge of current research and their ability to communicate that knowledge effectively.

Content: Study and discussion of literary and critical texts. Content may vary from year to year.

Taught: Annually.

Prerequisites: Senior standing and successful completion of ENG 210, three from ENG 201, 202, 211, 212, and one 300-level ENG course, or consent of instructor.

Credit: 3 hours.

451: Directed Independent Study.

Goal: To allow students to select authors, works, genres, or themes to study in-depth.

Content: Varied; a topic agreed upon by student and professor and approved by the program director.

Taught: Fall; Spring.

Prerequisites: Permission of the instructor.

Credit: 1-6 hours.

452/199: Field Study.

Goal: To provide practical experience for the student to apply what she has learned.

Content: Student will perform professional, creative, or research functions under professional supervision.

Taught: Fall; Spring.

Prerequisites: Permission of the instructor and program director.

Credit: 1-12 hours.

499: Honors Thesis. (Fee required)

Environmental Studies

Environmental Studies is an interdisciplinary field that draws on knowledge and analytical tools from many areas of study to understand the function of natural ecosystems, the effects of human societies on the environment, and the role that the environment has played in shaping human cultures and artistic endeavors. The major in Environmental Studies prepares students for careers in policy-making, education, conservation, government service, research, and the arts. Students will also be well prepared to work for non-governmental organizations or enter into post-graduate studies in environmental law, urban planning, and scientific disciplines such as ecology.

Major Program

The student learning outcomes of the major are:

- I. to understand the fundamental scientific principles that govern the operation of natural ecosystems;
- II. to gain an appreciation for the effects of the human economic activities and governmental policies on the environment;
- III. to explore ethical, spiritual, cultural, and psychological dimensions of human relationships to nature;
- IV. to consider the ways in which the natural world has inspired creative endeavors in literature and the arts;
- V. to integrate material from the various disciplines into a coherent framework for understanding the role of humans in the environment

To ensure a broad and multidisciplinary background in the study of the environment, all students will take courses from the following three areas of study:

- 1) Science and the Biosphere (scientific approaches to understanding environmental issues),
- 2) Human Institutions and the Environment (policy, economic, and educational viewpoints on human relationships with nature), and
- 3) Creative and Spiritual Perspectives on Nature (artistic, philosophical, and spiritual considerations). Students will also complete a senior capstone experience that will integrate two of the three areas of study.

Pre-Professional Development in Environmental Studies: As part of the general education program, each student must "develop her understanding of how a liberal arts education enhances students' preparation for careers and further professional growth" (general education learning objective #7). In the Environmental Studies major, this requirement is met by completion of ESC 410, Senior Integrative Project, in which she engages in professional preparation and reflection.

Integrative Experience in Environmental Studies: An integrative experience is required of each student as part of the general education program. In the Environmental Studies major, this requirement is met by completion of ESC 410, Senior Integrative Project, in which the student designs and completes an interdisciplinary project that encourages her to make connections among the various parts of her course of study, including her general education and major courses. The project will also require that the student incorporates material from at least two of the three disciplinary areas of study within the Environmental Studies major.

Major requirements: Environmental Studies. (40 hours)

I. Science and the Biosphere (12 hours)

ESC 150 Principles of Environmental Science	4 hours
Complete two courses:	
ESC/BIO 208 Field Biology	4 hours
ESC/BIO 280 Ecology	4 hours
ESC/BIO 360 Conservation Biology	4 hours

II. Human Institutions and the Environment (12 hours)

Complete two courses from two of the following clusters:

ECO 125 Contemporary Economic Issues	3 hours
ECO 325 Environmental Economics	3 hours
EDS 114 Understanding Learning	3 hours
EDS 313 Children, Nature and Society	3 hours
POL 115 American Politics	3 hours
POL 356 Activism and Political Organization	3 hours

III. Creative and Spiritual Perspectives on Nature (12 hours)

Complete two courses from two of the following clusters:

ENG 111 Analyzing Literature	3 hours
ENG 235 Narratives of Nature: American Literature and Environmental Studies	3 hours
PHI 223 Ethics	3 hours
REL 290 Readings in Religious Studies	3 hours
ART 241 Sculpture	3 hours
ARH 354 Women's Issues in Contemporary Art	3 hours

IV. Senior Seminar or Senior Project (1 hour)

ESC 410 Senior Integrative Project	1 hour
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V. Additional course work (3 hours).

Electives may include any of the courses listed above, plus ESC 396/397, ESC 451 and ESC 452. The 40 hours required for the major must include at least five courses at the 300-level or higher.

Minor Requirements: Environmental Science (32 hours)

ESC 150 Principles of Environmental Science	4 hours
ESC/BIO 208 Field Biology	4 hours
ESC/BIO 360 Conservation Biology	4 hours
BIO 110 Principles of Biology I - Biological Processes	4 hours
BIO 112 Principles of Biology II - Diversity of Biological Systems	4 hours
CHM 101 General Chemistry I	4 hours
CHM 102 General Chemistry II	4 hours
CHM 240 Quantitative Analysis	4 hours

Environmental Science (ESC) Gen. Ed. Course Description

150: Principles of Environmental Science.

Goal: To appreciate that the Earth and its living systems sustain humankind, and to understand how the agricultural and industrial activities of human societies modify biogeochemical cycles and transform natural ecosystems, often to the detriment of ourselves and other species.

Content: An introduction to environmental sciences, an interdisciplinary field integrating concepts from ecology, chemistry, politics, and economics. The focus is on interactions between people and the environment, with specific topics including: human population growth; fuels and energy; pollution of air, water and soil; human alterations to global biogeochemistry, including global warming and acid rain; and responses of human societies to environmental issues. Laboratory exercises will take place in the lab and in the field.

Taught: Fall.

Gen. Ed. Category: Exploring; How the natural world functions; (SM)

Credit: 4 hours

Environmental Science (ESC) Other Course Descriptions

208: Field Biology.

Goal: To practice field techniques and quantitative skills commonly used in outdoor scientific disciplines. To learn to identify the conspicuous plant and animal species of Georgia and consider how they are adapted to their environments.

Content: Students will be introduced to the flora, fauna, and ecosystems of the southeastern United States in this field-intensive course. Emphasis will be on practical aspects of conducting scientific investigation outdoors, namely: taxonomic skills, field identification of plants and animals, use of dichotomous keys, techniques for sampling and describing natural populations and communities, and quantitative skills for analysis of data.

Taught: Fall. Alternate Years.

Prerequisites: BIO 110 and BIO 112; or ESC 150.

Credit: 4 hours; cross-listed as BIO 208.

280: Ecology.

Goal: To understand the interrelationships between living organisms and their physical and biological environment. To develop a broad understanding of the field of ecology. To conduct ecological research.

Content: Ecological principles at the level of the individual, population, community, and ecosystem. Specific topics include nutrient cycles, flow of energy in ecosystems, population dynamics, evolutionary ecology, life histories, competition and other community interactions, succession, and island biogeography. Current topics in anthropogenic global change.

Taught: Fall. Alternate years.

Prerequisites: BIO 110 and 112; or ESC 150

Credit: 4 hours; cross-listed as BIO 280.

360: Conservation Biology.

Goal: To understand the reasons why many species are endangered, to examine possible solutions, and to consider the ethical and ecological ramifications of species extinctions. To appreciate the interdisciplinary nature of conservation biology by considering issues ranging from the level of the gene to the scale of the entire biosphere.

Content: Students read, review, and discuss current literature in this speaking-intensive course. Students will

conduct both laboratory- and field-based studies. Topics include defining diversity, threats to biodiversity, population genetics of rare species, conservation strategies and nature preserves, and legal and ethical issues.

Taught: Spring. Alternate years.

Prerequisites: BIO 110 and 112; or ESC 150

Credit: 4 hours; cross-listed as BIO 360.

396, 397: Special Topics in Environmental Studies.

Goal: To provide an opportunity to explore topics outside those offered elsewhere within the environmental studies curriculum or to explore in greater detail a subject covered by another course.

Content: An in-depth examination of a special topic within environmental studies. Topics will vary from semester to semester.

Taught: Offered occasionally

Prerequisites: ESC 150 or permission of the instructor

Credit: 3, 4 hours

410: Senior Integrative Project in Environmental Studies.

Goal: To provide a capstone experience for majors in which students complete an interdisciplinary project that encourages the student to make connections among the various parts of her course of study. To prepare for careers and professional growth by discussing future goals and reflecting on past collegiate experiences, both in the major and in the general education curriculum.

Content: In consultation with a faculty project advisor, each student will design an interdisciplinary project that integrates her general education and elective courses, major courses, and, where appropriate, workplace experience. The project will also require that the student incorporates material from at least two of the three disciplinary areas of study in the major. Students will also critique resumes and prepare cover letters for a variety of postgraduate opportunities.

Taught: Fall.

Prerequisites: Declared major in Environmental Studies; Senior class academic standing; ESC 150.

Credit: 1 hour.

451: Directed Independent Study.

Goal: To enable an intensive exploration of a topic of special interest. To promote original, independent, creative, and critical thinking from an environmental perspective. To solve real problems in a scientific manner. To provide an opportunity to conduct independent laboratory work and to learn new techniques.

Content: Directed independent work of a critical or analytical nature. Under careful faculty supervision, qualified student are encouraged to develop originality of thought and thoroughness of method. Some emphasis is placed on research methods.

Taught: Upon request of student, with approval of sponsoring faculty.

Prerequisites: Permission of the program director.

Credit: 1-6 hours.

452: Field Study.

Goal: To afford actual experience in an environmental laboratory, consulting, or advising capacity.

Content: Applied areas in environmental science may be considered for internship credit. The student must submit a brief plan including objectives, anticipated activities, a list of readings, and the nature of the reports to be submitted to the sponsor.

Taught: Offered occasionally.

Prerequisites: Permission of advisor, program director, faculty sponsor, and the Director of Career Development.
Credit: 1-12 hours.

499: Honors Thesis. (Fee required)

French

The French program provides a firm foundation of skills and knowledge in French language and Francophone culture. Still one of the most widely spoken and studied languages on the world stage, French opens the doors to international organizations that always include it as a working language, to African nations and work with NGOs, and to Canada (Québec). Students with previous study in French will take the French Placement test in order to begin at the appropriate course level. All French majors are encouraged to participate in a year, semester or summer study program in a French-speaking country. Courses taken abroad may be substituted for some of the required courses, on the recommendation of the French faculty and with the approval of the French Program Director and the Registrar.

The Modern Language faculty encourages students to double major or minor in fields in the fine arts, business, communication, education, English, history, political science, international relations, math, science, or other languages. Faculty advisors provide counsel on graduation requirements, overseas programs, jobs and graduate study. Students are encouraged to declare their major by the beginning of their sophomore year. In addition to the courses listed below, the major includes an integrative experience and a workplace experience.

Student learning outcomes for the French major are for the student to be able to:

- I. speak confidently at an intermediate high to advanced low level (FRN scale) in French with a mindfulness of register, context, and cultural norms.
- II. communicate in a variety of written forms in French at an intermediate high to advanced low level (ACTFL scale), including research writing, creative writing, and interpersonal communication.
- III. understand Francophone peoples and cultures through readings and research in primary and secondary sources, comparisons with other cultures, and the impact of historical events on current events.
- IV. demonstrate an understanding of the foundations of literature in French and its reflection of historical contexts and societal norms and shifts, as well as proper literary citation in MLA style.
- V. develop additional depth and breadth of knowledge in literature, culture, or language for special purposes.
- VI. explore areas related to Francophone culture, history, or literature through another discipline.

The requirements for the French major and the goal that each fulfills are as follows:

I.	*FRN 211 Intermediate French I	3 hours
	FRN 212 Intermediate French II	3 hours
	FRN 303 Advanced French Conversation	3 hours
	FRN 350 French Phonetics	3 hours
II.	FRN 318 Advanced Composition	3 hours
	FRN 475 Portfolio Presentation	1 hour
III.	FRN 305 French Civilization to the Revolution or FRN 306 French and Francophone Civilization after 1800	3 hours
IV.	FRN 367 Survey of French Literature: Middle Ages to 18th Century	3 hours
	FRN 368 Survey of French Literature: 19th and 20 th Centuries	3 hours

- V. Choose 2 courses (6 hours) from the following
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|--------------------------------------------------------------------------------------|---------|
| FRN 305 French Civilization to the Revolution (if not taken in section III) | 3 hours |
| FRN 306 French and Francophone Civilization after 1800 (if not taken in section III) | 3 hours |
| FRN 327 Business French | 3 hours |
| FRN 396, 397 Special Topics in French | 3 hours |
| FRN 451 Directed Independent Study | 3 hours |
- VI. Choose one course from the following (3 hours)
- | | |
|--------------------------------------------------------------------------|---------|
| ARH 326 Art of the Middle Ages | 3 hours |
| ENG 210 Introduction to Literary Criticism | 3 hours |
| HIS 305 Empires and Diaspora | 3 hours |
| HIS 323 20th-century Genocide | 3 hours |
| HIS 367 Women in Modern Europe | 3 hours |
| PHI 315 History of Western Philosophy, Modern | 3 hours |
| PHI 316 History of Western Philosophy, 19th and 20 th Century | 3 hours |
| POL 230 International Relations | 3 hours |
| POL 342 International Organizations | 3 hours |
| REL 253 Islam | 3 hours |

Integrative Experience. French majors will be required to submit a substantial senior portfolio and give an oral presentation of their research in order to satisfy their integrative experience requirement. A student must choose an integrative experience advisor from the Modern Language Faculty and begin developing her portfolio as soon as she has declared her major. The student is expected to have regularly scheduled meetings with her advisor and submit ongoing evidence of the progress she is making toward completing her portfolio project. Following the guidelines set up by the Modern Language Department, the student will engage in portfolio-building activities in all her upper-level French courses. Formal presentation of the portfolio, however, will occur in FRN 475. The senior portfolio will be interdisciplinary in nature. In addition to reflecting on the courses that she has taken in her major, the student will also be asked to show the connections between these courses and her courses outside the French major.

Pre-Professional Development: Students who major in French satisfy the pre-professional development component of the General Education requirement by including a description of one of the following experiences as a section of the integrative experience portfolio: an internship taken as FRN 452 Field Study, a summer employment experience, volunteer work, or any other comparable work experience deemed acceptable to the Modern Language Department.

Minor Requirements: French. A minor in French consists of a minimum of **18 hours** distributed as follows:

- | | |
|------------------------------------------------------------------|---------|
| *FRN 211 Intermediate French I | 3 hours |
| FRN 212 Intermediate French II | 3 hours |
| FRN 350 French Phonetics | 3 hours |
| or FRN 303 Advanced Conversation | |
| FRN 318 Advanced Composition | 3 hours |
| FRN 305 French Civilization to the Revolution | 3 hours |
| or FRN 306 French and Francophone Civilization after 1800 | |
| or FRN 327 Business French | |

One additional literature course in French at or above the 300 level

3 hours

*Students who place above proficiency level may earn credit for language courses at or above the intermediate level by passing the appropriate departmental challenge examinations. Students who place beyond FRN 211 must take sufficient upper-level courses to earn 34 hours for the major and 18 hours for the minor.

Resources for Non-Majors. French courses are open to all students based on the level of placement. Students are encouraged to take subsequent courses as they meet the prerequisites. French courses provide an excellent complement to all majors.

Postgraduate Opportunities. Students who major in French often go on to jobs in fields such as international business, foreign service, education, translation/interpretation and journalism, or to graduate study in French, Romance languages, linguistics, the teaching of English as a foreign language, foreign relations, international law, or medicine.

*Students who place above proficiency level may earn credit for language courses at or above the intermediate level by passing the appropriate departmental challenge examinations. Students who place beyond FRN 211 must take sufficient upper-level courses to earn 34 hours for the major and 18 hours for the minor.

French (FRN) Gen. Ed. Course Description

211: Intermediate French I.

Goal: To continue the development of speaking, reading, listening and writing in French.

Content: Emphasis on comprehension and analysis of a variety of texts in order to understand the impact of historical events on current Francophone countries, and to explore potential solutions to challenges facing them.

Taught: Fall.

Gen. Ed. Category: Exploring; Historical Events & Phenomena, (HUM)

Prerequisite: FRN 102 or equivalent placement.

Credit: 3 hours.

French (FRN) Other Course Descriptions

101,102: Elementary French I and II.

Goal: To teach students to speak, understand, read, and write French.

Content: Subjects used for learning the four basic skills include French culture and everyday situations.

Taught: FRN 101, Fall; FRN 102, Spring.

Prerequisite: FRN 101 or equivalent for FRN 102.

Credit: 3; 3 hours (Students must earn grades of FRN or better in these courses to fulfill the modern foreign language proficiency requirement).

212: Intermediate French I.

Goal: To solidify and add more precision to skills in speaking, reading, listening and writing in French to prepare students for 300 level courses.

Content: Emphasis on grammar usage, writing, and conversation while continuing to explore the French-speaking world.

Taught: Spring.

Prerequisite: 211 or placement by the department.

Credit: 3 hours.

303: Advanced French Conversation.

Goal: To improve French speaking and listening skills.

Content: The goal of this course is to offer students as much time speaking French as possible. This goal may be met through activities such as debates, discussions of films, news articles, and culture, student presentations, role play, drama.

Taught: Alternate years.

Prerequisites: FRN 211 and FRN 212 or equivalents.

Credit: 3 hours.

305: French Civilization to the Revolution.

Goal: To introduce students to French civilization through the beginnings of the Revolution in 1789.

Content: From the tumultuous rivalries of warring principalities to the fall of the monarchy, this course explores French history, culture, art, politics, and influence.

Taught: Alternate years.

Prerequisites: FRN 211 and FRN 212 or equivalents, and permission of the instructor.

Credit: 3 hours.

306: French and Francophone Civilization after 1800.

Goal: To introduce students to modern French history and culture.

Content: From the rise of Napoléon to the broader, present-day French-speaking world, this course explores Francophone history, culture, art, politics, and influence.

Prerequisites: FRN 211 and 212 or equivalents, and permission of the instructor.

Credit: 3 hours.

318: Advanced Composition.

Goal: To refine writing skills and to enrich vocabulary, emphasizing grammar.

Content: Topics relating to French culture and literature. Weekly writing assignments, translation, and advanced reading.

Taught: Fall.

Prerequisite: FRN 212 or equivalent.

Credit: 3 hours

327: Business French.

Goal: To provide students with the vocabulary needed to communicate effectively, both orally and in writing, and to transact daily business operations in French. To help students become better prepared for the ever-increasing demands of the growing international market.

Content: The course combines practical language with the study of French business terminology. Emphasis is on conversation and business transactions such as preparing commercial correspondence, reading and writing and translating contracts and other related documents in French.

Taught: Offered occasionally.

Prerequisite: FRN 318 or equivalent and permission of instructor.

Credit: 3 hours.

350: French Phonetics.

Goal: To improve French pronunciation by studying the International Phonetic Alphabet, learning pronunciation rules, and practicing in and out of class.

Content: Learn the International Phonetic Alphabet in order to transcribe French and read transcription of French in order to practice and improve pronunciation. Additionally, students will practice phrasing, intonation, liaison, and accentuation.

Taught: Spring alternate years.

Prerequisite: FRN 211 and FRN 212 or equivalents, and one 300-level French course or permission of the instructor.

Credit: 3 hours.

367: Survey of French Literature: Middle Ages to 18th Century.

Goal: To acquaint students with French literature from the Middle Ages to the 18th century, with special attention to historical conditions and to the development of literary thought and genres.

Content: Poetry, drama, and prose. Selections from major authors such as Marie de France, Rabelais, Marguerite de Navarre, Molière, Isabelle de Charrière, and Voltaire.

Prerequisites: FRN 318 or equivalent.

Credit: 3 hours.

368: Survey of French Literature: 19th and 20th Centuries.

Goal: To acquaint students with the literature of the 19th and 20th centuries from both France and Francophone regions such as Québec, West Africa and the French Caribbean.

Content: Poetry, drama, and prose. Selections from major authors such as Victor Hugo, Gustave Flaubert, Emile Zola, Eugène Ionesco, André Breton, Simone de Beauvoir, Anne Hébert, and Maryse Condé.

Prerequisites: FRN 318 or equivalent.

Credit: 3 hours.

396, 397: Special Topics in French.

Goal: To allow students to concentrate on a particular area of language or literature.

Content: Varied.

Taught: Occasionally.

Prerequisite: At least one 300-level FRN course and permission of instructor.

Credit: 3, 3 hours.

451: Directed Independent Study.

Goal: To provide additional advanced work in French language or literature.

Content: Varied, according to course taught.

Taught: Upon request of student, with approval of sponsoring faculty.

Prerequisites: Permission of the instructor and the program director. Open to advanced students.

Credit: 1-6 hours.

452/199: Field Study.

Goal: To provide practical experience in the field.

Content: A wide range of cultural, and social events; intensive French at the appropriate level in accordance with student ability and background.

Taught: Upon request of student, with approval of sponsoring faculty.

Prerequisites: Permission of the instructor and program director.

Credit: 1-12 hours.

475: Portfolio Presentation.

Goal: To provide a capstone experience for French majors in which students construct and present a senior portfolio to document their integrative experience.

Content: Students will use the completed portfolio and subsequent oral presentation to reflect upon the interdisciplinary nature of their course of study. The final step in the process will be to submit the completed portfolio to the Modern Foreign Language faculty for evaluation and assessment of the student's integrative experience.

Taught: Spring.

Credit: 1 hour.

499: Honors Thesis. (Fee required)

German

The following courses are offered in order to help prepare students for study abroad or for business endeavors in Germany, or to enhance a student's study in areas such as art, international relations, music, philosophy, political science, and psychology.

(See Foreign Language Placement Policy.)

German (GER)

101, 102: Elementary German I and II.

Goal: To teach students to speak, understand, read, and write simple German.

Content: German grammar, culture, and literature, and everyday situations.

Taught: GER 101, Fall; GER 102, Spring.

Prerequisite: None for GER 101; GER 101 or equivalent for GER 102.

Credit: 3; 3 hours (Students must earn grades of C or better in these courses to fulfill the modern foreign language proficiency requirement)

211, 212: Intermediate German I and II.

Goal: To improve and develop speaking, reading and writing in German through dialogs, magazine articles and literary selections.

Content: Emphasis on comprehension of advanced conversation and stories. Grammar study as well as telling and comparing stories.

Taught: GER 211, Fall occasionally; GER 212, Spring occasionally.

Prerequisites: GER 102 or equivalent for GER 211; GER 211 or equivalent for GER 212.

Credit: 3; 3 hours.

Health and Physical Education

The Wesleyan College Health and Physical Education program is designed to promote the introduction of lifetime activities to the student. The activities offered complement the academic and spiritual growth in other areas of Wesleyan College as we prepare the students for the physical challenge of the third millennium. In addition to graded, credit-bearing courses, Wesleyan College offers non-credit fitness activities, certification courses in First Aid and CPR, and self-defense courses through the Mathews Athletic Center and the Athletic Department.

Health and Physical Education (HPE) Course Descriptions

100: Health and Wellness.

Goal: To help the student explore fitness, wellness, and health.

Content: Setting realistic goals for wellness, incorporating individual physical fitness levels and personal goals. Physical fitness assessment and fitness activities.

Taught: Spring.

Credit: 1 hour. May not be repeated.

101: Walking/Jogging for Fitness.

Goal: The use of walking and/or jogging to improve health and fitness. Attention is directed at development of an individualized program and increased understanding of the importance of aerobic exercise.

Content: Setting realistic aerobic fitness goals, assessment of goal completion and incorporating individual physical fitness levels.

Taught: Spring.

Credit: 1 hour.

105: Fitness through Water Aerobics.

Goal: To improve physical fitness through water aerobics.

Content: Examination of the principles of exercise, specifically aquatic exercise.

Taught: Fall.

Credit: 1 hour; fee required.

112: Fundamentals of Yoga.

Goal: To provide an opportunity for the students to combine physical relaxation, self-control, and movement exploration.

Content: Classical yoga practice along with complementary movement exploration designed to strengthen all body systems, build endurance, and develop self-awareness.

Taught: Spring.

Credit: 1 hour.

113: Triathlon Training.

Goal: Introduction to the concept of swimming, running, and cycling as a form of intensive cross-training for physical fitness.

Content: Goal-setting, discipline, nutrition, elementary physiology, equipment upkeep and regular running, swimming, and cycling.

Taught: Spring.

Prerequisite: Beginning swimming/ background in running/swimming/cycling. Appropriate apparel and equipment required (i.e. swim goggles, cap, swimsuit, running gear).

Credit: 1 hour; Students may repeat this course three times for a maximum of four semester hours.

114: Running.

Goal: Introduce student to necessary skills to embark on a course of training to run various distances (e.g. 3-6 miles).

Content: Goal-setting, discipline, nutrition, elementary exercise physiology, and regular running.

Taught: Fall.

Prerequisite: Background in running/walking.

Credit: 1 hour; Students may repeat this course three times for a maximum of four semester hours.

116: Strength Training and Conditioning.

Goal: To introduce students to concepts involved in strength and endurance training.

Content: Exercise physiology, designing a weight training program, flexibility and safety.

Taught: Spring. Alternate years.

Credit: 1 hour; Students may repeat this course three times for a maximum of four semester hours.

120: Ballet.

Goal: Ballet technique and theory.

Content: Positions and placement of the body, barre and center floor, adagio, and allegro work, and beginning choreography.

Taught: Fall. Alternate years.

Credit: 1 hour; may be repeated three times.

122: Modern Dance.

Goal: To introduce the student to movement, rhythm, and body awareness.

Content: Strength and flexibility, basic combinations, rhythm, beginning theory and choreography, and introductory modern idioms.

Taught: Fall. Alternate years.

Credit: 1 hour; may be repeated three times.

124: Jazz Dance.

Goal: To introduce the student to basic jazz dance techniques.

Content: Strength and flexibility, beginning level combinations and across-the-floor work.

Taught: Fall.

Credit: 1 hour; may be repeated three times.

127: Dance Performance.

Goal: Offers practical experience in dance rehearsal and performance.

Content: With a varying focus each term, instruction and participation in dance performance will be based on cultural origins, significance, and motivation. The use of costumes may be explored.

Taught: Occasionally.

Credit: 1 hour; Students may repeat this course three times for a maximum of four semester hours.

138: Team Sports.

Goal: To encourage students' ability to participate in team sports as players and spectators.

Content: Rules, regulations, techniques, terminology, and skills associated with various team sports.

Taught: Every semester.

Credit: 1 hour; may be repeated 3 times for a total of four semester hours; fee required.

140/144: Fundamentals of Riding I.

Goal: This mounted class will introduce the student to the seven physical qualities of a good position to achieve the four fundamentals of riding: unity, security, effective use of the aids, and non-abuse. The class is designed for those students at the beginning level. Western and hunt seat are taught.

Content: The use of correct attire and proper turnout for both horse and rider; the correct preparation and use of the horse and related tack both before and after riding; position work and levels of control and how they are related to performance; emphasis on safety. (Course may be repeated depending on rider's level and ability.)

Taught: HPE 140, Fall; HPE 144, Spring.

Credit: 1 hour.

180/184: Fundamentals of Riding II.

Goal: A continuation of riding on the sophomore level. Refined use of the aids and improved cooperation with the horse. This class is designed for riders who have already had some formal instruction. Western and hunt seat are taught.

Content: Correct development and use of the seat and its effects on the horse; developing and improving the unity and balance between the rider and the horse; coordinating aids in relation to the mechanics of the horse with emphasis being placed on correct timing. (Course may be repeated depending on rider's level and ability.)

Taught: HPE 180, Fall; HPE 184, Spring.

Prerequisite: HPE 140/144 or permission of instructor.

Credit: 1 hour. Fee Required.

190: Varsity Athletics: Basketball.

Goal: To improve the skills of varsity athletes in basketball.

Content: Fundamentals of the sport, skill development, teamwork, and discipline.

Taught: Every semester.

Credit: 1 hour; athletes may repeat this course 3 times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hours.

191: Varsity Athletics: Cross Country.

Goal: To improve the skills of varsity athletes in cross country.

Content: Fundamentals of the sport, skill development, teamwork, and discipline.

Taught: Every semester.

Credit: 1 hour; athletes may repeat this course 3 times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hours.

192: Varsity Athletics: Soccer.

Goal: To improve the skills of varsity athletes in soccer.

Content: Fundamentals of the sport, skill development, teamwork, and discipline.

Taught: Every semester.

Credit: 1 hour; athletes may repeat this course 3 times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hours.

193: Varsity Athletics: Softball.

Goal: To improve the skills of varsity athletes in softball.

Content: Fundamentals of the sport, skill development, teamwork, and discipline.

Taught: Every semester.

Credit: 1 hour; athletes may repeat this course 3 times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hours.

194: Varsity Athletics: Tennis.

Goal: To improve the skills of varsity athletes in tennis.

Content: Fundamentals of the sport, skill development, teamwork, and discipline.

Taught: Every semester.

Credit: 1 hour; athletes may repeat this course 3 times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hours.

195: Varsity Athletics: Volleyball.

Goal: To improve the skills of varsity athletes in volleyball.

Content: Fundamentals of the sport, skill development, teamwork, and discipline.

Taught: Every semester.

Credit: 1 hour; athletes may repeat this course 3 times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hour.

207: Beginning Tennis.

Goal: To master the fundamentals of tennis.

Content: Stroke technique and rules.

Taught: Fall.

Credit: 1 hour.

208: Intermediate Tennis.

Goal: To increase the skill level in tennis.

Content: Game situation, continued stroke technique, and strategy.

Taught: Spring.

Prerequisite: HPE 207 or permission of instructor.

Credit: 1 hour.

209: Golf.

Goal: To master the fundamentals of golf.

Content: Rules, regulations, skills development, and use of different clubs.

Taught: Spring.

Credit: 1 hour; Students may repeat this course three times for a maximum of four semester hours.

211: Fencing.

Goal: To master the fundamentals of foil fencing.

Content: Introduction to basic foil fencing, terminology, rules, and conditioning.

Taught: Fall.

Credit: 1 hour; fee required.

212: Beginning Tae Kwon Do.

Goal: To equip students with basic self-defense methods.

Content: Rules, regulations, skill development, and conditioning.

Taught: Fall.

Credit: 1 hour. Extra fee required.

240/244: Fundamentals of Riding III.

Goal: A continuation of riding on the Junior level, riders will continue to develop their riding skills, making their riding more economical and effective. Student should be able to demonstrate a good working position that utilizes the seven physical qualities and the four fundamentals.

Content: Develop in the rider an understanding of the rein and leg actions and how they affect the horse; gain a feeling for the horse's physical effort as well as his mental attitude. Content will be more specific to meet the needs of the style of riding chosen. Western Horsemanship will follow guidelines set forth by the American Quarter Horse Association. Hunt Seat Equitation will follow the guidelines set forth by the American Horse Show Association. (Course may be repeated depending on rider's level and ability.)

Taught: HPE 240, Fall; HPE 244, Spring.

Prerequisite: HPE 180/184 or permission of instructor.

Credit: 1 hour. Fee Required.

280/284: Fundamentals of Riding IV.

Goal: A continuation of riding on the Senior level, riders will continue to develop their riding skills, making their riding more economical and effective. The student should be able to demonstrate a performance which is fluid and shows instinctive reactions to the horse's efforts. A strong working position and an understanding of schooling techniques that enhance the horse's performance will be emphasized.

Content: Develop more fully in the rider an understanding of the rein and leg actions and how they affect the horse; develop a deeper understanding of the levels of control and how they relate to schooling the horse. (Course may be repeated depending on rider's level and ability.)

Taught: HPE 280, Fall; HPE 284, Spring.

Prerequisite: HPE 240/244 or permission of instructor.

Credit: 1 hour. Fee Required.

311: Advanced Fencing.

Goal: To master advanced foil techniques.

Content: Advanced fencing techniques including epee and saber fencing techniques.

Taught: Spring.

Prerequisite: HPE 211.

Credit: 1 hour.

312: Advanced Tae Kwon Do.

Goal: To master advanced Tae Kwon Do techniques.

Content: Advanced techniques, skill development, and conditioning.

Taught: Spring.

Prerequisite: HPE 212 or permission of instructor.

Credit: 1 hour. Extra fee required.

412: Professional Preparation for Elementary School Health and Physical Education.

Goal: To prepare elementary school teachers to teach health and physical education.

Content: Strategies, lesson plans, and practical experiences for the teaching of a variety of effective skills and activities appropriate for elementary school children.

Taught: Fall.

Credit: 3 hours.

415: Black Belt Tae Kwon Do.

Goal: To advance students to the black belt level in the art of Tae Kwon Do.

Content: Students will learn advanced concepts and strategies. Advanced self-defense applications will be explored.

Taught: Fall, Spring.

Prerequisite: HPE 212 and HPE 312.

Credit: 1 hour. Extra fee required.

History

History

The history major at Wesleyan is designed to provide students with a firm foundation in world, American, and European history. Courses focus on the nature of historical inquiry and seek to expose students to the variety of historical interpretations. Courses also place historical study in a comparative and international perspective. Through the study of history, students come to a fuller understanding of the nature of the human experience and the meaning of global citizenship. As historians, students learn to read critically, argue persuasively, and write more effectively.

Students who graduate with a history major will be prepared for graduate school and numerous careers in many different fields, including education, public history and historic preservation, government and public service, nonprofit organizations, journalism, and the law.

Major Program. Students who pursue a history major will acquire the knowledge essential for understanding and interpreting United States, European, and world history; the analytical skills commensurate with understanding the diversity of historical interpretation and applying the tools of historical inquiry; and the ability to express concepts concisely and forcefully through both written and oral communication. They will be familiar with the best practices associated with historical research and prepared to enter graduate programs and careers in history and related fields.

Students contemplating a major in history are urged to take HIS 120, 125, 130, and 135 during their first two years at Wesleyan, and to enroll in HIS 399 as sophomores. A student planning a career in public history should complete HIS 358 her sophomore or junior year in order to allow a meaningful internship experience her junior or senior year. A student planning to enter graduate school should study a foreign language through at least the 212 level. In addition, she should take the Graduate Record Examination in the spring or summer of her junior year in anticipation of submitting graduate applications in the fall.

Student learning outcomes for the history major:

- I. demonstrate knowledge of major historical eras and theories and frameworks for considering historical change.
- II. demonstrate the methodological and analytical skills commensurate with constructing and expressing historical arguments.
- III. be able to apply the best practices associated with the conduct of research in history.
- IV. demonstrate preparedness to enter graduate programs and/or to pursue careers in this area of study and related fields.

Major Requirements: History (45 hours)

<i>1. Core requirements</i>	<i>(18 hours)</i>
HIS 120 Early Civilizations	3 hours
HIS 125 Emergence of the Modern World	3 hours
HIS 130 United States to 1877	3 hours
HIS 135 United States from 1877	3 hours

HIS 399 Methodology and Philosophy	3 hours
HIS 480 Senior Research Seminar	3 hours

2. Content Requirements (American History) (6 hours)

HIS 315 Contemporary America	3 hours
POL 320 United States Constitutional Development	3 hours
HIS 337 United States Women's History	3 hours
HIS 357 African American History	3 hours
HIS 358 Public History and Historic Preservation	3 hours

3. Content Requirements (European and World History) (12 hours)

HIS 210 The West in The Classical Age	3 hours
HIS 305 Empires and Diaspora	3 hours
HIS 311 19 th Century Europe	3 hours
HIS 323 20 th Century Genocide	3 hours
HIS 340 Europe in the 20th Century	3 hours
HIS 347 Modern Middle East	3 hours
HIS 348 Terror and Terrorism in the Modern World	3 hours
HIS 367 Women in Modern Europe	3 hours

4. Cognates (9 hours)

Select one course each from Group A, Group B, and Group C. At least two of the courses must be at the 300 level or higher. Please note that some of these courses have prerequisites.

Group A: Cultural Expressions (3 hours)

ARH 325 Greek and Roman Art	3 hours
ARH 326 Art of the Middle Ages	3 hours
ARH 327 Renaissance Art	3 hours
ENG 201* Historical Survey of English Literature I	3 hours
ENG 211* Survey of United States Literature I	3 hours

**These courses have prerequisites. See course descriptions in the ENG section of the Catalogue.*

Group B: Systems of Thought and Belief (3 hours)

PHI 313 History of Western Philosophy (Ancient)	3 hours
PHI 314 Medieval Thought	3 hours
POL 300 Foundations of Political Thought	3 hours
REL 251 Religions of India and China	3 hours
REL 253 Islam	3 hours

Group C: Institutions and Behavior (3 hours)

ECO 206 Economic Thought	3 hours
HMS 171 Nature and Manifestation of Prejudice	3 hours
POL 324 Southern Politics	3 hours
POL 326 European Politics	3 hours
POL 328 United States Foreign Policy	3 hours

Pre-Professional Development: Each student will complete assignments in the Senior Research Seminar that help her explore careers in the major.

Integrative Experience: Each student will complete the HIS 480 Senior Research Seminar. In this capstone course, history majors will complete a significant research project in which they make connections among the various parts of their course of study and employ sound methodology.

Minor Requirements: History (18 hours)

- | | |
|------------------------------------------------------------------------|------------------|
| 1. <i>Required</i> | <i>(9 hours)</i> |
| HIS 120 Early Civilization | |
| and HIS 125 Emergence of the Modern World | 6 hours |
| OR | |
| HIS 130 United States to 1877 | |
| and HIS 135 United States from 1877 | 6 hours |
| HIS 399 Methodology and Philosophy | 3 hours |
| 2. <i>Choose three additional history courses at the 200-300 level</i> | <i>(9 hours)</i> |

History (HIS) Gen. Ed. Course Descriptions

120: Early Civilizations.

Goal: To analyze and evaluate the many forms of evidence which historians use to interpret and write history within the context of the origins, development, and impact of selected world civilizations to 1650.

Content: Various types of historical documentation such as early myths, poems, and epics, archaeological remains, legal and criminal codes, religious documents and treatises, court records, eyewitness and travelers' accounts, letters, and cultural artifacts will provide the vehicle with which students encounter the world's civilizations to 1650. Documents and lectures will pertain to hierarchies of power, and the role of science and technology in the development of world civilizations.

Taught: Fall.

Gen. Ed. Category: Exploring; Historical Events & Phenomena; (SBS).

Credit: 3 hours.

125: The Emergence of the Modern World.

Goal: To analyze and evaluate the many forms of evidence which historians use to interpret and write history within the context of the early modern and modern periods.

Content: Through an analysis of various types of historical documentation such as newspapers, diaries, speeches, journals, a wide variety of governmental records, oral histories, film, television, photographs, and art, students will encounter the world's civilizations since 1650. In examining major historical issues such as "Western" hegemony in the modern world, the social and political context of the emergence of modern political ideologies, war and revolution in the twentieth century, and the "New World Order," students will be asked to evaluate the many forms of evidence which historians use to interpret and write history.

Taught: Spring.

Gen. Ed. Category: Exploring; Historical Events & Phenomena; (SBS).

Credit: 3 hours.

130: The United States to 1877.

Goal: In addition to meeting several goals of general education, this course will enhance the student's ability to weigh conflicting evidence and to determine what evidence is best suited for investigating a given issue. Issues will fall within the context of the early and middle periods of American history.

Content: As students encounter selected issues that range in time from first contacts through the Civil War and Reconstruction, they will evaluate various types of evidence - maps and visual images, graphs, census data, letters, speeches, diaries, newspapers, trial transcripts, eyewitness accounts, and journals.

Taught: Fall.

Gen. Ed. Category: Exploring; Historical Events & Phenomena; (SBS)

Credit: 3 hours.

135: The United States Since 1877.

Goal: In addition to meeting several goals of general education, this course will enhance the student's ability to weigh conflicting evidence and to determine what evidence is best suited for investigating a given issue. Issues will fall within the context described below.

Content: As students encounter selected issues that range in time from the Gilded Age through the present, they will evaluate various types of evidence - cartoons, film, advertisements, memos, memoirs, letters, speeches, photographs, songs, congressional hearings, oral histories.

Taught: Spring.

Gen. Ed. Category: Exploring; Historical Events & Phenomena; (SBS).

Credit: 3 hours.

210: The West and The Classical Age.

Goal: Students will be asked to hone critical thinking skills by analyzing primary and secondary sources related to these civilizations, making comparisons between civilizations, and conveying their thoughts in several written exercises.

Content: This course explores the history of the ancient and classical civilizations that contributed to the development of Western Civilization, including those of the Near East, Greece, and Rome.

Taught: Alternate years.

Gen. Ed. Category: Developing; Writing Competency; (SBS).

Credit: 3 hours.

323: 20th Century Genocide.

Goal: To familiarize students with the history of genocide during the twentieth century and encourage them to think critically about defining and responding to instances of mass killing.

Content: The first half of the course will be spent studying the largest and most influential of these Genocide, the German murder of approximately six million civilians during World War II. We shall consider the origins of the Holocaust, its social, cultural, political, and economic aspects, and the results of this genocide for European and world history. In the second half of the course we shall turn to the legal definition of genocide as established by the United Nations following the Holocaust. Using this definition we shall survey other alleged and confirmed acts of genocide from the twentieth century.

Taught: Fall. Alternate years.

Gen. Ed. Category: Synthesizing.

Credit: 3 hours.

337: United States Women's History.

Goal: To enhance students' understanding of the social, economic, and political position of women in America from the colonial era to the present.

Content: The course focuses on major themes in US women's history, including family, sexuality, work, and reform, within the broader context of American history.

Taught: Spring. Alternate years.

Gen. Ed. Category: Expanding; Women's Experiences, (SBS)

Credit: 3 hours.

348: Terror and Terrorism in the Modern World.

Goal: Terror and terrorism have been prominent features of Western political culture since the French Revolution. For the most part, modern terrorism is of European origin, and the ideas, goals, and methods of European terrorists have inspired terrorists in non-Western nations.

Content: This course familiarizes students with the ideology, motivation, and methods of numerous terrorist groups of the last two centuries in order to provide a basis for an understanding of contemporary terrorist organizations. Generally, the course will stress the motivation and goals of terrorist organizations and governments that use terror to achieve their policy goals. Specifically, we will address anarchy and revolutionary terrorism in nineteenth century Europe, European domestic terrorism in the 1960s and 1970s, twentieth century liberation and separatist movements, and Middle Eastern terrorism.

Taught: Summer. Alternate Years.

Prerequisite: None.

Gen. Ed. Category: Synthesizing.

Credit: 3 hours; cross-listed as POL 348.

367: Women in Modern Europe

Goal: To enhance understanding of the social, economic, and political position of women in Europe in the industrial age.

Content: Introduction to feminist theory and women's history; women's lives and women's work in industrializing Europe; gender and 19th century class formation; the feminization of religion; feminism as a social and political movement; women in nationalist and revolutionary movements; and women and war in the 20th century.

Taught: Spring. Alternate years.

Gen. Ed. Category: Expanding; Women's Experiences, (SBS)

Credit: 3 hours; cross-listed as WST 367.

History (HIS) Other Course Descriptions**305: Empires and Diaspora.**

Goal: To familiarize students with the history and long-ranging results of European overseas empires during the modern period.

Content: Students will learn about the major events that led, during the modern period, to the establishment of vast European overseas empires, the results of European domination in these empires, and the process of and lingering problems caused by decolonization. After an overview of earlier European colonial encounters, the primary focus of the course will be on the European empires of the 19th century.

Taught: Spring. Alternate years.

Credit: 3 hours.

311: Europe in the Nineteenth Century.

Goal: To enhance understanding of the social, economic, and political forces that shaped Europe during the period between the Congress of Vienna and the Treaty of Versailles.

Content: Examines the Congress of Vienna and the reaction which followed it, the growth of nationalism and imperialism, the problems and responses to industrialism, and the origins and nature of World War I; attention to gender and class.

Taught: Fall. Alternate years.

Credit: 3 hours.

315: Contemporary America.

Goal: To enhance understanding of the forces that have shaped contemporary American foreign and domestic policy and the opposition to that policy.

Content: The impact of the Great Depression and of World War II, America's role as a major power especially in relation to Europe, the growth of the imperial presidency, and the quest of the excluded for recognition. Attention to matters of race, gender, and class.

Taught: Spring. Alternate years.

Credit: 3 hours.

340: Europe in the Twentieth Century.

Goal: To enhance understanding of the social, economic, and political forces that shaped Europe during the period between the beginning of World War I and present.

Content: Examines World War I and its influences upon European civilization, the tumultuous "Age of Extremes" of the interwar era, the catastrophic effects of World War II and the Holocaust, the division of Europe during the Cold War, and the effects of European reunification and integration since the fall of the Berlin Wall.

Taught: Fall. Alternate years.

Credit: 3 hours.

347: Modern Middle East.

Goals: This course will give students a basic understanding of the Middle East and its history and political systems.

Content: The course begins by examining emergence and spread of Islam and then turns to the era of Ottoman domination. The bulk of the course focuses on the era of European imperialism in the Middle East and its legacy. Through scholarly studies, literature, and films students will examine the structural factors that transformed the Middle East during the late-nineteenth and twentieth centuries, including culture, modernization, industrialization, nationalism, war and evolution, racism, gender, and religion.

Taught: Summer. Alternate Years.

Prerequisite: None.

Credit: 3 hours; cross-listed as POL 347.

357: African American History.

Goal: The goal of the course is to enhance students' understanding of the social, economic, cultural, intellectual, and political history of African Americans from the colonial era to the present.

Content: The course focuses on major themes in African American history, including the transatlantic slave trade and the African Diaspora, slavery and freedom, reform and radicalism, assimilationism and nationalism, within the broader context of American history.

Taught: Alternate Years.

Prerequisite: None.

Credit: 3 hours.

358: Public History and Historic Preservation.

Goals: This course will survey the methods of public history and historical preservation.

Content: Students will gain an overview of the theoretical basis of public history and historical preservation, and will gain practical knowledge about researching, presenting, and interpreting public historical topics through a major project.

Taught: Alternate Years

Prerequisite: None.

Credit: 3 hours.

396, 397: Special Topics in History.

Goal: To enhance a deeper understanding of and/or an analysis of a highly specialized topic.

Content: An in-depth examination of a special topic in history. Topics vary. A student may take no more than two such special topics courses. Representative special topics include: the American twenties; the American sixties; the Vietnam War.

Taught: Offered occasionally.

Credit: 3; 3 hours.

399: Methodology and Philosophy.

Goal: To introduce students to the nature of historical inquiry, to the questions such inquiry raises, and to the basics of writing research papers.

Content: A study of the basic methods and tools of historical research and of the philosophical problems posed by the discipline. Required for history, history/political science, and international relations majors who should take it in their junior year.

Taught: Fall.

Credit: 3 hours

451: Directed Independent Study.

Goal: To give the student the opportunity to hone her analytical, research, and writing skills.

Content: Flexible program in which a student, by special arrangement with the area chair, may investigate a topic of interest.

Taught: Offered occasionally.

Credit: 1-6 hours.

452/199: Field Study.

Goal: To allow the student to sharpen her research and analytical skills in an environment outside the classroom.

Content: Actual experience in areas dependent upon historical methodology (museum work, archival work, etc.), coordinated by the college professor supervising the study. While field study hours will count toward the maximum forty-eight hours permitted in the major discipline, they may not be applied toward the minimum thirty-four hours required in the major.

Taught: Offered occasionally.

Prerequisite: Permission of program director.

Credit: 1-9 hours.

480: Senior Research Seminar.

Goal: To provide a capstone experience for majors in which students complete a significant research project in which they make connections among the various parts of their course of study and employ sound methodology.

Content: Each student will select and carry out a significant research project on a topic chosen in conjunction with the instructor. Students will present their research at a formal defense at the end of the semester. Students will also explore career options in the major.

Taught: Fall.

Prerequisite: POL 332 or HIS 399 or permission of instructor.

Credit: 3 hours.

499: Honors Thesis. (Fee required)

Human Services

The human services major provides an interdisciplinary curriculum from which a student may gain a combination of theoretical and practical knowledge relevant to human service careers in public, private, for-profit, and not-for-profit agencies that serve children, youth, adults, and families. The major represents core courses in human services, psychology, communication, business, and ethics; courses in the concentration area provide students an opportunity to customize their major to their future career plans. The major program requires a total of 47 hours of course work and is coordinated by the Department of Psychology.

Student learning outcomes for the major in Human Services are for the student to:

- I. provide knowledgeable and socially responsive leadership in various human services settings,
- II. apply theories of development to human services delivery,
- III. communicate well (in oral and written form) with colleagues and clients,
- IV. advance the delivery of human services based on sound principles of management,
- V. make ethical judgments and decisions as human service professionals, and
- VI. develop advanced skills in lifespan family services and/or non-profit/private management.

Major Requirements: Bachelor of Arts in Human Services

The Human Services major consists of 47 hours distributed as follows:

I. Leadership

HMS 101 Introduction to Human Services	3 hours
HMS 199 Field Study in Human Services	2 hours
HMS 400 Senior Seminar in Human Services	3 hours
HMS 452 Internship in Human Services	3 hours

II. Development

PSY 101 General Psychology	3 hours
PSY 203 Social Psychology	3 hours
MAT 220 Statistical Methods	3 hours

III. Communication

COM 202 Public Speaking	3 hours
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IV. Management

BUS 106 Business and Society	3 hours
ACC 201 Financial Accounting:	3 hours

V. Ethics

PHI 223 Ethics	3 hours
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VI. Concentration: Choose five courses from at least two different areas (prefixes). At least 3 courses (9 hrs.) must be at the 300 level or above:

ACC 202 Managerial Accounting	3 hours
ACC 433 Government and Not-for-profit Accounting	3 hours
BUS 303 Principles of Marketing	3 hours

BUS 310 Business Law	3 hours
BUS 318 Human Resources Management	3 hours
COM 216 Intercultural Communication	3 hours
ECO 210 Women and Economic Development	3 hours
POL 330 State and Local Government	3 hours
POL 356 Activism and Political Organizations	3 hours
PSY 260 Drugs and Behavior	3 hours
PSY 301 Psychology of Women	3 hours
PSY 340 Testing and Therapy	3 hours
PSY 325 Abnormal Psychology	3 hours
HMS 396, 397 Special Topics in HMS	3 hours

Integrative Experience. The integrative experience is achieved in the human services major through the Senior Seminar in Human Services, HMS 400.

Pre-Professional Development. Three hours of internship are required of all human services majors for graduation, but students may do more. Internships are available in numerous agencies in the Macon area, including private and public health care agencies, children's homes, and retirement facilities.

Resources for Non-Majors. Students interested in exploring the field of human services may enroll in HMS 101. Other required courses in the human services major are offered by the departments of psychology, communication, philosophy, business, and accounting. Consult the appropriate Program Director for policies governing those courses.

Human Services (HMS) Gen. Ed. Course Descriptions

101: Introduction to Human Services.

Goal: To introduce students to the knowledge, skills, and dispositions necessary to provide professional and ethical leadership in various human service settings.

Content: Historical background, philosophies, purpose, organizational structures, funding, and management of human service agencies.

Taught: Annually.

Prerequisite: None.

Gen. Ed. Category: Developing; Speaking Competency (SBS/PS)

Credit: 3 hours.

Human Services (HMS) Other Course Descriptions

171. Nature and Manifestation of Prejudice.

Goal: In addition to meeting the goals of general education, this course will enhance the student's understanding of the roots of prejudice. The course will also provide students with an opportunity to explore their personal attitudes, fears, and hopes concerning race, class, and gender.

Content: Students will examine essays, novels, biographies, and films in their exploration of the nature of prejudice with an eye to context (race, class, gender). They will also explore the social psychological impact of prejudice upon the quality of community life through selected community service projects.

Taught: Occasionally.

Credit: 3 hours.

199: Field Study in Human Services.

Goal: To introduce students to special areas in the field of human services by exploring professional settings in local human service agencies.

Content: Varies.

Taught: Annually.

Prerequisite: HMS 101.

Credit: 1-12 hours.

299: Service Learning.

Goal: To engage students in supervised community service activities and to facilitate reflection on civic responsibility to the needs of the community.

Content: Students participate in weekly sessions designed to prepare for, reflect on, and analyze their individual community services experiences. Students will select community service settings from a list of agencies in the Macon/Middle Georgia area provided through the Lane Center for Community Engagement and Service and in collaboration with the coordinator of the Human Services program. HMS 299 is not a requirement for the Human Services major.

Prerequisite: None.

Credit: 1-3 hours; Credit/No Credit grade option only.

396, 397: Special Topics in Human Services.

Goal: To offer the student opportunities to pursue fields of study outside traditionally offered courses.

Content: An in-depth examination of a special area related to human services.

Taught: Occasionally

Prerequisite: HMS 101

Credit: 3 hours

400: Senior Seminar in Human Services.

Goal: To make connections among the major areas of study within the human services major; evaluate field experiences; and assess personal knowledge, skills, and dispositions for human services leadership.

Content: Student designs management plan for hypothetical human service agency or division. Plan will be tailored to the student's concentration.

Taught: Fall, Spring.

Prerequisites: HMS 101, 199, Senior status.

Credit : 3 hours.

451: Directed Independent Study.

Goal: To provide the student with the opportunity for independent study, under careful supervision, of significant topics in human services selected in consultation with the instructor.

Content: Varies

Taught: Fall, Spring, and Summer.

Prerequisite: HMS 101.

Credit : 1-6 hours.

452: Internship in Human Services.

Goal: To gain experience in application of knowledge and skills in a human service agency.

Content: Varies with setting.

Taught: Fall, Spring, Summer.

Prerequisite: HMS 101, 199.

Credit: 1-12 hours.

499: Honors. (Fee required)

Humanities

Humanities offers courses that incorporate texts from numerous national traditions and that enable students to strengthen skills in critical and analytical thinking, writing, and oral communication.

Humanities (HUM) Gen. Ed. Course Description

260: Women's World Literature.

Goal: To introduce students to writing from around the world by women and/or focusing on women's issues. To enable students to study literature in a cross-cultural context.

Content: Fiction, poetry, drama, essays primarily by women and/or about women. Representative writers might include Shikibu, Ama Ata Aidoo, Bessie Head, Gita Mehta, Ruth Praver Jhabvala, Sawako Ariyoshi, Wang Anyi, Isabelle Allende.

Taught: Alternate years.

Prerequisites: WIS 102 and one Exploring general education class.

Gen. Ed. Category: Expanding; Women's Experiences; (HUM)

Credit: 3 hours; cross-listed as WST 260.

Humanities (HUM) Other Course Description

290: Readings in Humanities.

Goal: To enable students to broaden their experience of the Humanities.

Content: An interdisciplinary approach in Humanities. The class will typically be associated with learning experiences such as team teaching or study abroad. Areas of study could include Studies in Italian Culture, Studies in Francophone Culture, War and Peace, and the New South.

Taught: Occasionally.

Prerequisites: WIS 101 or ENG 101.

Credit: 3 hours.

International Business

The Department of Business and Economics offers several programs that provide special opportunities for students who are interested in careers in business and related fields. The programs in business benefit from endowments by the estate and family of the late D. Abbott Turner who was a prominent leader in business and civic affairs in Georgia and a trustee of Wesleyan. These endowments help provide Wesleyan students with instruction, equipment, and special activities that add an important dimension to the educational process.

The D. Abbott Turner Program in Business Management includes three major curriculum alternatives: the major in business administration, the major in accounting, and the major in international business. The department also offers a major in economics and an interdisciplinary major in advertising and marketing communication.

The department has an expanded minor curriculum program with minors in accounting, business management, economics, finance, and technology in business administration, as well as the Business Management Certificate.

The department sponsors lectures, conferences, seminars, and research which promote entrepreneurship and business career opportunities for women. These activities provide students with the opportunity to discuss significant issues and experiences with successful women from the business community. A lecture series offers topical special lectures and convocations with prominent leaders in business and government.

Major Requirements: Bachelor of Arts in International Business

The interdisciplinary major in international business prepares students to be effective in the international environment, with knowledge of the language, culture, business, and political affairs of other countries. Graduates with this major will be prepared to work for a multinational corporation in the United States and abroad or to pursue graduate studies in international business.

The international business major combines a competency in a modern foreign language (Spanish or French), along with courses in economics, finance, marketing, management, accounting, political science, history, ethics and cultural awareness. In addition, students are encouraged to participate in an exchange program or study abroad.

The student learning outcomes of the major are as follows:

- I. to understand cultural, social and political differences among peoples, and to interact successfully in different sociopolitical and cultural settings;
- II. to understand the economic and financial dimensions of international business management and the use of the computer in decision-making;
- III. to understand the historical and political context of international business management;
- IV. to provide knowledgeable and socially responsive leadership for international businesses and institutions;
- V. to provide graduates with the functional and cross-cultural skills to become effective managers of multinational enterprises and institutions;
- VI. to understand the issues in ethics which influence the international environment; and
- VII. to integrate knowledge previously gained and develop experience in application of knowledge, research, and critical thinking.

Major Requirements: International Business

I. <i>Required courses in general education</i>	(9 hours)
HIS 125 Emergence of the Modern World	3 hours
HIS 135 United States History Since 1877	3 hours
PHI 223 Ethics	3 hours
II. <i>Business and Accounting Courses</i>	(19 hours)
BUS 105 Contemporary Business	3 hours
or BUS 106 Business and Society	
ACC 201 Financial Accounting: Concepts and Applications	3 hours
ACC 202 Principles of Managerial Accounting	3 hours
or BUS 310 Business Law	
BUS 303 Principles of Marketing	3 hours
BUS 315 Principles of Management	3 hours
BUS 475 Portfolio Seminar	1 hour
BUS 488 Business Policy Seminar	3 hours
III. <i>Economics Courses</i>	(15 hours)
ECO 102 Issues in Macroeconomics	3 hours
ECO 104 Issues in Microeconomics	3 hours
ECO 205 Principles of Finance	3 hours
ECO 220 Statistical Methods	3 hours
ECO 302 International Trade	3 hours
IV. <i>History Course – choose one</i>	(3 hours)
HIS 340 Europe in the 20 th Century	3 hours
HIS 367 Women in Modern Europe	3 hours
V. <i>Political Science Courses – choose two</i>	(6 hours)
POL 319 International Law	3 hours
POL 335 Developing World	3 hours
POL 342 International Organizations	3 hours
VI. <i>Modern Foreign Language</i>	(0-15 hours)
<i>Foreign Language Competency through:</i>	
FRN 327 Business French	0-15 hours
or SPA 327 Business Spanish	0-15 hours
VII. <i>World Views</i>	(3 hours)
<i>Choose one course from:</i>	
REL 251 Religions of India and China	3 hours
REL 253 Islam	3 hours
SPA 305 Spanish Culture and Civilization	3 hours
SPA 306 Latin American Culture and Civilization	3 hours
FRN 305 French Civilization in the Revolution	3 hours
FRN 306 French and Francophone Civilization after 1800	3 hours
Approved Study Abroad	3 hours

Total hours in major: 46**-70 hours

(**exclusive of required courses in general education and modern foreign language)

Integrative Experience: The student learning outcome of enhancing a student's capacity for integrative thinking is met in the international business major with the requirement of BUS 475 Portfolio Seminar. This course provides a forum for international business majors to discuss, analyze, and critique and prepare a senior portfolio documenting their integrative experience. The student will reflect upon the interdisciplinary nature of her courses of study including the general education experiences and their relationship to her international business major. This course includes the formal presentation of a portfolio documenting these experiences

Pre-Professional Development: The student learning outcome of developing an understanding of how a liberal arts education enhances a student's preparation for careers and further professional growth is met in the international business major with BUS 475 Portfolio Seminar. The program also recommends internship opportunities in the areas of international trade and finance, as well as working with business faculty on academic projects. Students interested in graduate study in law or business have numerous internship opportunities with local law firms and a wide variety of businesses. For those students who wish to work before attending graduate school, it is not uncommon for an internship to lead to a job offer. Some of the sponsors who welcome Wesleyan interns in business include Bank of America; Merrill-Lynch; Sun Trust Bank; BB&T Bank; Capital City Bank; McNair, McLemore, Middlebrooks, CPAs; and Greater Macon Chamber of Commerce.

International Relations

The international relations major is intended to reflect that we live in an ever more interrelated and interdependent world. As such, it is a course of study that combines the disciplines of history, political science, economics, and foreign language study. Often it is done in conjunction with a study abroad experience. Students majoring in this field study the historical, political, cultural, and economic processes that shape the international system today, as well as the roles of the main actors, such as states, international organizations, nongovernmental organizations, multinational corporations, ideologies, and individuals.

The major provides an excellent background for those who wish to pursue careers in international organizations (governmental and nongovernmental) and in international business. It also provides ideal preparation for those planning communication and the law. The international relations major will help prepare the student for relevant graduate study and for the foreign service examination.

Major Program: Students who major in international relations will acquire knowledge of major international political events, phenomena, and institutions and of the frameworks and theories used in considering and interpreting global issues; the analytical skills essential for understanding the international system and for interpreting the sources, processes, and outcomes of global change; and the ability to express concepts concisely and forcefully through both written and oral communication. They will be familiar with the best practices associated with research in the field of international relations and prepared to enter graduate programs and careers in international relations and related fields.

Student learning outcomes for the major in International Relations:

- I. demonstrate knowledge of major international political events, phenomena, institutions, and the theories and frameworks for considering international developments and change.
- II. demonstrate the methodological skills commensurate with discipline-specific analysis.
- III. be able to apply the best practices associated with the conduct of research in the disciplines of history and political science.
- IV. demonstrate preparedness to enter graduate programs and/or to pursue careers in these areas of study and related fields

Major Requirements: International Relations (43-57 hours)

The major consists of between 43 and 57 hours of coursework, depending on the number of courses a student must take to complete the foreign language requirement.

<i>1. Required modern language:</i>	<i>(0-12 hours)</i>
Completion of the 212 level in one language or the 102 level in two languages	
 <i>2. History</i>	 <i>(9 hours)</i>
HIS 125 The Emergence of the Modern World	3 hours
HIS 135 The United States Since 1877	3 hours
HIS 399 Methodology and Philosophy	3 hours
 <i>3. Political Science:</i>	 <i>(12 hours)</i>
POL 222 Comparative Politics	3 hours

POL 230 International Relations	3 hours
POL 328 United States Foreign Policy	3 hours
POL 332 Research Methods in Political Science	3 hours
<i>4. Economics:</i>	<i>(9 hours)</i>
ECO 102 Macroeconomics	3 hours
ECO 104 Microeconomics	3 hours
ECO 302 International Trade	3 hours
<i>5. Choose four courses from the following</i>	<i>(12 hours)</i>
HIS 305 Empires and Diaspora	3 hours
HIS 323 20 th Century Genocide	3 hours
HIS 340 20 th Century Europe	3 hours
POL 319 International Law	3 hours
POL 326 European Politics	3 hours
POL 335 Politics of the Developing World	3 hours
POL 342 International Organizations	3 hours
POL 351 Nuclear Weapons	3 hours
HIS/POL 347 Modern Middle East	3 hours
HIS/POL 348 Terror and Terrorism in the Modern World	3 hours
<i>6. Senior Research Seminar:</i>	<i>(3 hours)</i>
HIS 480 or POL 480	3 hours

Pre-Professional Development: Each student will complete assignments in the Senior Research Seminar (either HIS 480 or POL 480) that help her explore careers in the major.

Integrative Experience: Each student will complete either HIS 480 or POL 480 Senior Research Seminar. In this capstone course, international relations majors will complete a significant research project in which they make connections among the various parts of their course of study and employ sound methodology.

Japanese

This introductory sequence of courses offers students beginning steps into the language, which may be followed by study abroad, teaching English, or business endeavors in Japan.

Japanese (JPN) Course Descriptions

101, 102: Elementary Japanese I and II.

Goal: To teach students to speak, understand, read, and write Japanese

Content: These courses will introduce students to spoken and written Japanese and the culture of Japan.

Taught: JPN 101, Fall; JPN 102, Spring.

Prerequisite: None for JPN 101; JPN 101 or equivalent for JPN 102.

Credit: 3; 3 hours (Students must earn grades of C or better in these courses to fulfill the modern language proficiency requirement).

211, 212: Intermediate Japanese I and II.

Goal: To improve and develop speaking, reading, and writing in Japanese through dialogs, magazine articles, and literary selections.

Content: Emphasis on grammar, comprehension of advanced conversation and reading, and development of correct sentence structure

Prerequisite: JPN 102 or equivalent for JPN 211; JPN 211 or equivalent for JPN 212.

Taught: 211, Fall; 212, Spring.

Credit: 3; 3 hours.

Mathematics

The science of mathematics has fascinated scholars since the beginning of classical thought. The mathematics program seeks to foster in students the power of disciplined thought, an appreciation of the intrinsic beauty of mathematics, a sound understanding of mathematical concepts, and the mathematical tools required by many areas of study. As part of the general education program, all Wesleyan students must successfully complete one course from MAT 126, 140, 192, 205, or 206.

The student learning outcomes for a student majoring in mathematics are:

- I. to develop an understanding of the differential and integral calculus, and their applications;
- II. to have foundational knowledge of more advanced branches of mathematics such as linear algebra, differential equations, analysis, abstract algebra, probability and statistics, and Cantorian set theory, and their applications;
- III. to acquire knowledge of methods of mathematical proof; and
- IV. to be able to use mathematical techniques to analyze and solve a variety of applied and theoretical problems.

Major Program: Mathematics

The mathematics major provides breadth and depth in the study of mathematics and encourages students to achieve a sound understanding of the various areas of mathematics. Students who major in mathematics have many options, including careers in industry, government, statistics, teaching, and graduate study in mathematics and engineering. Wesleyan mathematics majors have enjoyed success in these and other career options.

A student majoring in mathematics first encounters the basic ideas and methods of analysis, algebra, and geometry in the required courses of calculus, computer science, linear algebra, differential equations, and physics, learning both theoretical and applied aspects of the material. She continues with courses selected from probability, statistics, geometry, and other areas, giving further breadth to her knowledge of mathematics. At the same time, she can deepen her knowledge through a two-semester sequence in real analysis or abstract algebra. Finally, a capstone course based upon topics in set theory and topology helps her see how concepts from abstract algebra and analysis combine to form these cornerstones of advanced modern mathematics. A student begins her mathematics program at the level indicated by her background, interests, and preparation as determined by a placement examination and consultation with a member of the mathematics faculty. Internships and research are encouraged.

Major Requirements: Mathematics.

The mathematics major requires a total of 50 semester hours, including MAT 205, 206, 207, 208, 210, 300, 311, 401, 405 or 419, and 410 (30 semester hours), six semester hours selected from MAT 200, 312, 396, 397, 402, and 405 or 419; eight hours of physics (PHY 121 and 122); and six hours of computer science (CSC 216 and 218.) Many students who major in mathematics begin with MAT 205 in the first semester.

A recommended sequence of courses for the student majoring in mathematics is shown below. There is some flexibility as to when the required physics sequence and the CSC courses are taken. It is advisable to take the following courses during the first two years: MAT 205, 206, 207, 208, 210 or 300, and CSC 216 and 218.

Students planning to do graduate work in mathematics should take at least one of the sequences in real analysis and abstract algebra. Note that the sequences MAT 311, 312 and MAT 401, 402 are offered in alternate years, so such students should plan to take one of these sequences in the junior year and the other in the senior year.

Fall Spring

FIRST YEAR

MAT 205 MAT 206

WIS 101 WIS 102

Elective/General Education Elective/General Education

Elective/General Education Elective/General Education

Elective/General Education Elective/General Education

SECOND YEAR

MAT 207 MAT 208

CSC 216 MAT 300

MAT 210 CSC 218

Elective/General Education Elective/General Education

Elective/General Education Elective/General Education

THIRD YEAR

MAT 311 *or* 401 MAT 312 *or* 402

PHY 121 MAT 405 *or* 410

MAT 419 *or* elective PHY 122

Elective Elective/General Education

Elective Elective

FOURTH YEAR

MAT 311 *or* 401 MAT elective

MAT 419 *or* elective MAT 405 *or* 410

Elective/General Education Elective/General Education

Elective/General Education Elective/General Education

Elective/General Education Elective/General Education

Pre-Professional Development: To develop her understanding of how a liberal arts education enhances a student's preparation for careers and further professional growth, each student majoring in mathematics will complete an internship, or a research experience approved by the mathematics faculty.

Integrative Experience: Each student majoring in mathematics will complete a general education Integrative Experience by taking either MAT 405 or MAT 419. Both of these courses require a semester project that asks the student to make connections between her general education and the mathematics major, and to consult with a faculty member outside of mathematics on the project.

Minor Requirements: Mathematics. A minor in mathematics consists of 15 semester hours including MAT 200, 206, 210, and two other MAT courses beyond MAT 205 (not to include MAT 220) selected in consultation with the academic advisor and a member of the mathematics faculty.

Resources for Non-Majors. All Wesleyan students are welcomed and encouraged to include the study of mathematics in their coursework. The study of mathematics provides necessary skills and concepts essential in other areas of study, including natural sciences, social sciences, business, and education. The student is guided in

her selection of the appropriate mathematics courses by the requirements of each discipline, her previous mathematics courses, a placement examination, and consultation with her academic advisor and a member of the mathematics faculty.

Undergraduate Research Opportunities. Independent research is a highly desirable component of the curriculum for mathematics majors. Faculty members welcome the opportunity to support and direct the research efforts of students enrolled in MAT 451, 452, and 499.

Applied Mathematical Science

Applied Mathematical Science a major program for students who are interested in mathematics, but whose interests lie primarily with the practical application of mathematics to problems in the physical sciences, life sciences, economics, engineering, and other fields, rather than in the formal areas of abstract mathematics. Applied mathematics seeks to apply existing mathematical methods across a range of practical problems, as well as to develop novel computational and predictive methods and models for specific real-world phenomena. The Applied Mathematical Science major prepares students for graduate work and careers in such diverse areas as physics, astrophysics, geology, climatology, atmospheric science, genomics, neuroscience, economics, finance, energy management, and the diverse applications of engineering. This major also specifically prepares students for admission to engineering programs under the 3-2 Dual-Degree in Engineering. (See Pre-professional programs.)

The **3-2 Dual-Degree Engineering program** is a cooperative arrangement between Wesleyan and specific universities combining a Wesleyan bachelor of arts degree with a university bachelor of science degree in a nominally five-year program. Wesleyan currently has dual-degree arrangements with Mercer University, Georgia Institute of Technology, and Auburn University. Under the dual degree arrangement the student attends Wesleyan for three years and completes **90 semester hours** including proficiency and general educational requirements. She will follow a closely-advised pre-engineering program of courses in mathematics and the physical sciences, and will have the option of completing a major course of study, such as Applied Mathematical Science. If the student meets the transfer entrance requirements for the cooperating university program, she then transfers to that university for approximately two years of prescribed engineering courses. At the end of this nominally five-year program, provided that the student has met both Wesleyan proficiency and general education requirements and the curricular requirements of the cooperating university, the student earns a separate baccalaureate degree from each school.

The student learning goals for students majoring in Applied Mathematical Science and/or completing the Wesleyan component of the Dual-Degree in Engineering program are:

- I. to develop a sound understanding of calculus, linear algebra, and differential equations;
- II. to successfully write computer programs that solve mathematical problems;
- III. to build theoretical and methodological foundations in the central, quantitative, laboratory-based physical sciences;
- IV. to learn to recognize phenomena that may be represented and modeled using computational, analytical, and predictive mathematical techniques; and
- V. to be able to apply mathematical techniques to a diverse range of problems in the natural and social sciences.

Major requirements: Applied Mathematical Science: The major program requires a minimum of 50 hours of course work, including the following:

I. Required Mathematics and Computer Science Courses (21 hours):

MAT 205 Calculus I	3 hours
MAT 206 Calculus II	3 hours
MAT 207 Calculus III	3 hours
MAT 208 Calculus IV	3 hours
MAT 210 Linear Algebra	3 hours
MAT 300 Ordinary Differential Equations	3 hours
CSC 216 Programming I	3 hours

II. Required Natural Science Courses (16 hours):

CHM 101 General Chemistry I	4 hours
PHY 121 General Physics I	4 hours
PHY 122 General Physics II	4 hours
PHY 205 Periodic Motion and Waves	4 hours

III. Elective Courses (10-12 hours; at least one 300-level course):

CHM 320 Inorganic Chemistry	3 hours
CHM 361 Chemical Thermodynamics	3 hours
CHM 362 Quantum Chemistry	4 hours
ECO 202 Intermediate Macroeconomic Theory	3 hours
ECO 204 Intermediate Microeconomic Theory	3 hours
PHY 212 Modern Physics	4 hours
PHY 305 Classical Dynamics	3 hours
PHY 350 Quantum Mechanics	3 hours
*CHM 396/397 Special Topics in Chemistry	3,4 hours
*ECO 396/397 Special Topics in Economics	3,4 hours
*MAT 396/397 Special Topics in Mathematics	3,4 hours
*PHY 396/397 Special Topics in Physics	3,4 hours
<i>* must be an approved special topics course</i>	

IV. Senior Capstone Course (3 hours):

MAT 405 Mathematical Modeling	3 hours
MAT 419 Probability and Statistics	3 hours

Recommended Course Sequence. The major in Applied Mathematical Science may be completed in four years by students lacking specific college preparatory experience in mathematics and physical science. However, students intending to complete the Dual-Degree in Engineering program within three years at Wesleyan and five years in total should arrive at Wesleyan prepared for college calculus, should consult with the Dual-Degree program advisor as soon as possible, and should plan their Wesleyan studies based on the following three-year schedule.

Recommended Course Sequence for Applied Mathematical Science:

First Year: Fall: WIS 101, MAT 205, two general education courses

First-Year: Spring: WIS 102, MAT 206, three general education courses

Sophomore Year: Fall: MAT 207, CSC 216, PHY 121, two general education courses

Sophomore Year: Spring: MAT 208, PHY 122, two general education courses

Junior Year: Fall: PHY 205, MAT 210, Elective/MAT 419, Elective/general education, two general education courses

Junior Year: Spring: MAT 300, elective/MAT 405, elective/general education, two general education courses

Mathematics (MAT) Gen. Ed. Course Descriptions

126: Modeling with Algebra.

Goal: To study selected topics from college algebra and their applications

Content: Topics include the graphs and properties of linear, power, exponential, logarithmic, and polynomial functions. Applications of these functions will employ real-life data, incorporate numerical, symbolic, and geometric methods of analysis, and fit curves to the data by using least-squares criteria.

Taught: Fall.

Prerequisite: High school algebra I and II, and geometry, or equivalent.

Gen. Ed. Category: Developing; Quantitative Reasoning Competency; (SM)

Credit: 3 hours.

140: Precalculus Mathematics.

Goal: To study, with emphasis on the function concept, the essentials of trigonometry and analytical geometry.

Content: Properties, graphs, and applications of trigonometric and inverse trigonometric functions; trigonometric identities and equations; systems of equations; conic sections; introduction to vectors, matrices, and complex numbers.

Taught: Spring.

Prerequisites: Two years of high school algebra and one year of high school geometry or the equivalent and sufficiently high score on the mathematics placement exam, or permission of the instructor, or MAT 130.

Gen. Ed. Category: Developing; Quantitative Reasoning Competency; (SM)

Credit: 3 hours.

192: Introduction to Mathematical Reasoning.

Goal: To learn how to analyze and solve problems encountered in various areas of mathematics, in real life, and in other areas of study.

Content: Topics covered include problem solving, patterns in mathematics, deductive and inductive reasoning, logic, analyzing arguments, set theory, the real number system, number theory, numeration systems, graphical descriptions of data, counting methods, and basic probability and statistics.

Taught: Fall, Spring.

Prerequisite: None.

Gen. Ed. Category: Developing; Quantitative Reasoning Competency; (SM)

Credit: 3 hours.

205: Calculus I.

Goal: To study the concepts of differential calculus.

Content: Properties and graphs of algebraic and transcendental functions, limits, continuity, the derivative and some of its applications, and antiderivatives.

Taught: Fall, occasionally Spring.

Prerequisites: MAT 140 or equivalent, or two years of high school algebra, one year of high school geometry, and at least a semester of trigonometry.

Gen. Ed. Category: Developing; Quantitative Reasoning Competency; (SM)

Credit: 3 hours.

206: Calculus II.

Goal: To study the concepts of integral calculus.

Content: Riemann sums, the Fundamental Theorem of Calculus, techniques of integration, applications of the definite integral, and indeterminate forms.

Taught: Spring, occasionally Fall

Prerequisites: MAT 205 or equivalent.

Gen. Ed. Category: Developing; Quantitative Reasoning Competency; (SM)

Credit: 3 hours.

220: Statistical Methods.

Goal: To introduce students to the logic of designing an experiment and interpreting the quantitative data derived from it.

Content: A study of the binomial and normal distributions, measures of central tendency, tests of hypotheses, chi-square tests, tests for homogeneity and independence, confidence intervals, regression, and correlation.

Taught: Fall, Spring.

Prerequisite: MAT 126, 130, 140, 192, or equivalent placement.

Gen. Ed. Category: Developing; Quantitative Reasoning Competency; (SM)

Credit: 3 hours; cross-listed as PSY 220.

Mathematics (MAT) Other Course Descriptions

130: College Algebra.

Goal: To study, with emphasis on the function concept, the essentials of algebra.

Content: General properties of graphs and functions; properties, graphs, and applications of polynomial, rational, exponential and logarithmic functions.

Taught: Fall.

Prerequisite: Two years of high school algebra and one year of high school geometry or the equivalent.

Credit: 3 hours.

200: Discrete Mathematics.

Goal: To study the basic properties of some discrete mathematical structures and to initiate the rigorous study of mathematical methods of proof.

Content: Graphs and trees, elementary number theory, including counting techniques and recursion; set theory, relations, and methods of proof, including mathematical induction and limit proofs.

Taught: Fall, occasionally Spring.

Prerequisites: MAT 140 or equivalent.

Credit: 3 hours.

207: Calculus III.

Goal: To expand the study of differential and integral calculus to an intermediate level.

Content: Indeterminate forms, improper integrals, sequences and infinite series, Taylor polynomials and power series, conics, polar co-ordinates, and an introduction to numerical methods and approximations.

Taught: Fall.

Prerequisites: MAT 206 or equivalent.

Credit: 3 hours.

208: Calculus IV.

Goal: To study the extension of the concepts of calculus to functions of several variables.

Content: Properties of functions of several variables, differentiation and integration in \mathbb{R}^n vectors, parametric equations.

Taught: Spring.

Prerequisites: MAT 206 or equivalent.

Credit: 3 hours.

210: Linear Algebra.

Goal: To introduce the elements of linear algebra. To apply the theory of matrices to solve appropriate problems, including systems of linear equations.

Content: Matrices, determinants, linear systems, vector spaces, bases, linear transformations, inner products, eigenvalues, eigenvectors, and diagonalization.

Taught: Fall, occasionally Spring

Prerequisite: MAT 205.

Credit: 3 hours.

300: Ordinary Differential Equations.

Goal: To explore methods of solving ordinary differential equations. To expand upon the techniques learned in the calculus sequence.

Content: A study of first and second order differential equations and of higher order linear differential equations, including power series methods, Laplace transform, and a brief introduction to numerical techniques.

Taught: Spring.

Prerequisites: MAT 205 and 206; 207 as a co- or prerequisite.

Credit: 3 hours.

311: Abstract Algebra I.

Goal: To study the algebraic properties of groups and rings by means of a rigorous axiomatic approach, focusing on the use of logic and on various methods of proof.

Content: A study of groups, subgroups, rings, ideals, domains, unique factorization domains, and ideal domains.

Taught: Fall. Alternate years.

Prerequisite: MAT 210.

Credit: 3 hours.

312: Abstract Algebra II.

Goal: To continue the study of algebraic properties of rings and fields. To expand understanding and use of various methods of proof. To prepare students for graduate level mathematics.

Content: A study of fields, modules, and Galois theory.

Taught: Spring. Alternate years.

Prerequisite: MAT 311.

Credit: 3 hours.

396, 397: Special Topics in Higher Mathematics.

Goal: To provide an opportunity to examine in greater depth an area of higher mathematics.

Content: An in-depth examination of an area in advanced mathematics. The topics covered will vary from time to time and a student may take no more than two such special topics courses. Representative special topics include graph theory, combinatorics, history of mathematics, and fractal geometry.

Taught: Offered occasionally.

Prerequisite: Permission of instructor.

Credit: 3; 3 hours.

401: Real Analysis I.

Goal: To examine more intensively topics presented in the calculus sequence, focusing on the roles of rigorous proof and logic.

Content: A study of the algebraic and topological properties of the ordered field of real numbers, sets, functions, limits, continuity, differentiation, and integration.

Taught: Fall. Alternate years.

Prerequisite: MAT 205-208.

Credit: 3 hours.

402: Real Analysis II.

Goal: To extend the concepts and techniques presented in MAT 401. To extend the calculus sequence to functions of several variables. To prepare students for graduate level mathematics.

Content: A study of the analytical properties of functions of several real variables, including differentiation, the inverse function theorem, integration, simplexes, and chains.

Taught: Spring. Alternate years.

Prerequisites: MAT 210 and 401.

Credit: 3 hours.

405: Mathematical Modeling.

Goal: To provide an opportunity for students to make connections between mathematics and other disciplines. To enable each student to analyze and adopt a particular model and to present her results in a public forum.

Content: An introduction to mathematical modeling and computer simulation of real-world phenomena, with special attention paid to the initial formulation of the model, the computer implementation of the model, and the interpretation of the mathematical or numerical results. The topics covered will include optimization models, dynamic models, and probability models while real-world phenomena will be drawn from such disciplines as biology, economics, chemistry, physics, political science, psychology, and sociology.

Taught: Spring. Alternate years.

Prerequisites: MAT 205-208, MAT 210, MAT 300, PHY 121, or permission of the instructor.

Credit: 3 hours. This course may be taken to fulfill the requirement for the senior integrative experience in Physics.

410: Foundations of Advanced Mathematics.

Goal: To provide a capstone experience for mathematics majors and to further prepare students for graduate level study by exploring topics in set theory and metric spaces from contemporary, historical, and philosophical viewpoints.

Content: Rigorous development of the real number system. Dedekind cuts, Cantorian set theory, transfinite numbers, Axiom of Choice, well-ordering principle, Zorn's Lemma, Russell's paradox, basic properties of metric

spaces, and fractal geometry.

Taught: Spring. Alternate years.

Prerequisites: MAT 311 or 401.

Credit: 3 hours.

419: Probability and Statistics.

Goal: To study basic mathematical theory, methods, and techniques in probability and statistics, and to examine applications.

Content: A calculus-based treatment of discrete and continuous probability distributions and their applications, including the binomial, hypergeometric, Poisson, uniform, geometric, and normal distributions. Hypothesis testing and chi-square tests.

Taught: Fall. Alternate years.

Prerequisite: MAT 206.

Credit: 3 hours. This course may be taken to fulfill the requirement for the senior integrative experience in Physics.

451: Directed Independent Study.

Goal: To enable an intensive exploration of a topic of special interest. To promote original, independent, creative, and critical thinking.

Content: Directed independent work of a critical or analytical nature. Under careful faculty supervision, qualified students are encouraged to develop originality of thought and thoroughness of method. Emphasis on research methods.

Taught: Offered occasionally.

Prerequisite: Permission of program director.

Credit: 1-6 hours.

452/199: Field Study.

Goal: To provide the mathematics student with practical experience in some area.

Content: A practical experience in some area of mathematics, such as actuarial science, computer programming, or teaching. A brief plan including objectives, anticipated activities, a list of readings, and the nature of reports to be submitted to the sponsor.

Taught: Offered occasionally.

Prerequisites: Adequate background, permission of advisor, program director, faculty sponsor, and the Director of Career Development.

Credit: 1-12 hours.

499: Honors Thesis. (Fee required)

Music

The Music Department provides a dynamic environment for the student musician as well as for the general student. Instruction in music is available to all students and the music ensembles and private music lessons offer the kind of direct experience with music that is central to the liberal arts. The department offers concerts and performances by the music faculty, by music students, and by the student ensembles.

The Music Department provides a challenging environment for the music scholar. Students engage in research projects in most music classes, including some introductory courses. Advanced courses in music history and literature offer additional opportunities for students to develop research skills.

The Music Department provides a stimulating environment for the College community, encouraging the interaction of various disciplines with music. Students with a wide range of majors find that their participation in music opportunities, through performance and through attendance at events, provides a rich and memorable component to their college experience.

The Music Department participates in Macon's broader music community, offering leadership to a number of community arts and religious organizations. Music faculty and students provide support to much of the fine arts community.

Major Program

The music major at Wesleyan College is designed to assist the student to develop her full potential as a musician/scholar. The curriculum offers a broad background that will develop basic musicianship and performance skills while providing the student with principles that lead to a fuller intellectual grasp of the art.

Student learning outcomes for the program are:

- I. Students can identify, from music notation, the foundational elements of music, including aspects of harmony, melody, rhythm, and form.
- II. Students can aurally identify foundational elements of music, including aspects of harmony, melody, rhythm, form, and style.
- III. Students will develop functional skill on the keyboard and in sight singing as a means of learning and understanding music.
- IV. Students can name the principle periods in music history and can identify genres and stylistic features unique to each period.
- V. Students will demonstrate technical facility, exhibit musical understanding, and communicate expressively through both solo and ensemble performances.
- VI. Students will integrate and apply knowledge in work, research, and/or performance.

Students who intend to pursue a music major should plan to audition in their primary performance area before their first semester at Wesleyan. Students who have been pursuing the music minor may also audition for the major at any time.

Integrative Experience. Each student will complete a General Education Integrative Experience in which she enhances her capacity for integrative thinking through an interdisciplinary capstone experience that encourages her to make connections between her major and her general education. This experience will help her reflect on the methods, approaches, and/or content of her major discipline and give her an opportunity to connect her discipline with both her general education and with the world outside the classroom. The integrative experience requirement is fulfilled in the music major by MUS 470: Senior Seminar.

Pre-Professional Development. To develop her understanding of how a liberal arts education enhances students' preparation for careers and further professional growth, each student will participate in professional preparation or reflection. Pre-professional development is fulfilled in the music major by MUS 470: Senior Seminar (for those in the general track) and by MUS 470: Senior Seminar and MUS 471:Senior Music Recital (for those in a performance track).

Minor Program. The music minor at Wesleyan College is designed to assist the student with an interest in another major to begin to develop her potential as a musician/scholar. It seeks to encourage students at many levels of performance ability to explore the rewards of intense study in the discipline, including the areas of music theory, history, and literature.

Musical Theatre. Students with interest in Musical Theatre are encouraged to choose the music major with the theatre minor, the theatre major with the music minor, or the self-designed interdisciplinary major.

Music Education. Students with interest in Music Education are encouraged to double major in Music and Education or major in Music and minor in Education.

Major Requirements :

General Music Track:

<u>Learning Outcome</u>	<u>Course Code</u>	<u>Course Name</u>	<u>Credits</u>
I, II, and III.	MUS 181	Foundations of Music	3 hours
	MUS 182	Harmony and Tonality	3 hours
	MUS 280	Advanced Harmony and Tonality	3 hours
	MUS 282	Form and Analysis	3 hours
IV.	MUS 150	From Bach to Rock	3 hours
	<i>or MUS 215</i>	<i>or Women, Music, and Culture</i>	
	MUS 331 & 332	History of Music I & II	6 hours
V. Applied		Applied Lessons	6 hours
		at least 4 semesters in the same instrument (2 semester of Voice or Piano class are acceptable)	
	Ensemble	MUS 001, 002, 007, or 008	6 hours
VI.	MUS 470	Senior Seminar	3 hours
Other		Music Electives	<u>4 hours</u>
			Total: 40 hours

Voice Emphasis Track:

<u>Learning Outcome</u>	<u>Course Code</u>	<u>Course Name</u>	<u>Credits</u>
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I, II, and III.	MUS 181	Foundations of Music	3 hours
	MUS 182	Harmony and Tonality	3 hours
	MUS 280	Advanced Harmony and Tonality	3 hours
	MUS 282	Form and Analysis	3 hours
	MUS 045 & 046 or 015/115	Piano Class or Applied Piano Lessons	2 hours
IV.	MUS 315	History of Vocal Literature, Performance, and Style	2 hours
	MUS 331 & 332	History of Music I & II	6 hours
V.	MUS 014/114	Applied Voice Lessons	7 hours
	MUS 001 or 002	Vocal Ensemble	8 hours
	MUS 286	Diction for Singers	3 hours
VI.	MUS 470	Senior Seminar	3 hours
	MUS 471	Senior Music Recital	2 hours
Other		Music Electives	<u>3 hours</u>
			Total: 48 hours

Non-music requirement: Language not used to satisfy general education requirement: 6 hours

This can be two additional 101 courses, another 101 and 102 course, or advanced coursework in one language.

Piano Emphasis Track:

Learning Outcome	Course Code	Course Name	Credits
I, II, and III.	MUS 181	Foundations of Music	3 hours
	MUS 182	Harmony and Tonality	3 hours
	MUS 280	Advanced Harmony and Tonality	3 hours
	MUS 282	Form and Analysis	3 hours
IV.	MUS 150	From Bach to Rock	3 hours
	or MUS 215	or Women, Music, and Culture	
	MUS 284	Masterworks for Piano	3 hours
	MUS 331 & 332	History of Music I & II	6 hours
V.	MUS 015/115	Applied Piano Lessons	7 hours
	MUS 016/116	Applied Organ Lessons	2 hours
	or 017/117	or Applied Harpsichord Lessons	
	MUS 310	Sight Reading at the Piano	3 hours
	Ensemble	MUS 001, 002, 007, or 008 (at least two credits must be vocal ensembles)	6 hours
	MUS 055/056	Voice Class	1 hour
	or MUS 014/114	Applied Voice Lessons	

VI. MUS 470	Senior Seminar	3 hours
MUS 471	Senior Music Recital	<u>2 hours</u>
		Total: 48 hours

Organ Emphasis Track:

<u>Learning Outcome</u>	<u>Course Code</u>	<u>Course Name</u>	<u>Credits</u>
I, II, and III.	MUS 181	Foundations of Music	3 hours
	MUS 182	Harmony and Tonality	3 hours
	MUS 280	Advanced Harmony and Tonality	3 hours
	MUS 282	Form and Analysis	3 hours
IV.	MUS 331 & 332	History of Music I & II	6 hours
	MUS 340	Organ Literature	3 hours
V.	MUS 016/116	Applied Organ Lessons <i>(two hours may be satisfied by MUS 015/115)</i>	7 hours*
	Ensemble	MUS 001, 002, 007, or 008 <i>(at least four credits must be vocal ensembles)</i>	8 hours
	MUS 055/056	Voice Class	2 hours
	<i>or MUS 014/114</i>	<i>Applied Voice Lessons</i>	
VI.	MUS 470	Senior Seminar	3 hours
	MUS 471	Senior Music Recital	2 hours
Other		Music Electives	<u>5 hours</u>
			Total: 48 hours

Non-music requirement: Religion, 3 hours .

Minor Requirements: Music

<u>Course Code</u>	<u>Course Name</u>	<u>Credits</u>
MUS 181	Foundations of Music	3 hours
MUS 182	Harmony and Tonality	3 hours
MUS 150 <i>or MUS 215</i>	From Bach to Rock <i>or Women, Music, and Culture</i>	3 hours
Ensemble	MUS 001, 002, 007, or 008	5 hours
Applied	Private lessons in the same instrument	<u>4 hours</u>
		Total: 18 hours

Resources for Non-Majors. Music courses available to all students include private music instruction, music ensembles, and a variety of topic courses. Music students and faculty appear regularly in recitals. Concerts, recitals, workshops, and master classes by guest artists are offered for the College and community.

Two auditioned choral ensembles with strong traditions of excellence are open to all Wesleyan students. The Concert Choir is the larger ensemble and performs concerts each semester for the campus and community. The Wesleyannes, the smaller group, is a chamber chorus; this ensemble gives frequent performances throughout the school year both on and off campus. An annual concert tour is a tradition for both organizations. There is also an instrumental ensemble open to the general student population by audition.

Postgraduate Opportunities. Students who major in music may pursue graduate study in a variety of specialized music areas such as performance, church music, music history, or music teaching. Many find employment in a church as singer, organist, and/or choir director. Graduates often establish studios for private teaching. The training and discipline received through music study can provide an excellent foundation for graduate work in humanities and social science areas as well.

Concerts and Recitals/Attendance. Opportunities abound for the student to hear music at Wesleyan. Music faculty and students perform often. The College offers a series of convocations and other programs which bring artists to campus. The Macon Concert Association presents an annual concert series in Porter Auditorium with tickets available to students without charge.

The Music Department considers attendance at concerts, masterclasses, and recitals to be an essential part of the music student's education. Therefore, students enrolled in private study are required to attend designated events. This requirement is reflected in the student's applied music grade.

Performing Opportunities. Master classes are offered in voice, organ, and piano. Performance classes and department recitals provide the student opportunities to perform before an audience of her peers. The Concert Choir, Wesleyannes, and Instrumental Ensemble offer concerts for the community each term and often feature solo performers. The music faculty endorses performances as a vital and indispensable part of music learning. However, a student must obtain the permission of her applied primary instructor before accepting a public performance engagement.

Music (MUS) Gen. Ed. Course Descriptions

001: Concert Choir.

Goal: Students will be taught to sing well and express creatively within the context of a choral ensemble. Focus will be given to musicianship, vocal technique, diction and interpretation. The importance of musical discipline will be emphasized in rigorous rehearsals. A high priority is placed on the responsibility of the individual singer to the ensemble.

Content: Repertoire will be chosen from various styles and languages. Emphasis is placed upon individual accuracy, vocal development and cooperation through participation as a member of the ensemble. Artistry and expressive communication is demonstrated by the combined efforts of the whole ensemble in various performances.

Taught: Fall, Spring.

Prerequisites: Audition and permission of instructor.

Grading: Letter grade based on participation, including rehearsal attendance.

Gen. Ed. Category: Exploring; Thinking and Expressing Creatively; (FA)

Credit: 1 hour.

007: Instrumental Ensemble.

Goal: To give students an opportunity to perform and express creatively in an instrumental ensemble.

Content: Music literature for the instrumentation of the ensemble. Artistry and expressive communication is demonstrated by the combined efforts of the whole ensemble in various performances.

Taught: Fall; Spring

Prerequisite: Audition demonstrating music literacy and technical facility on an appropriate musical instrument.

Gen. Ed. Category: Exploring; Thinking and Expressing Creatively; (FA)

Credit: 1 hour.

150: From Bach to Rock.

Goal: To provide students with an historical overview of the way in which music has developed in our culture, from the earliest examples until today.

Content: Students will learn about the elements and principles common to all types of music. Stylistic periods, genres, composers, and specific pieces will be studied throughout the course. The music will also be examined as a product of the particular cultural and political climate in which it was conceived.

Prerequisite: none.

Taught: Regularly.

Gen. Ed. Category: Exploring; Historical Events & Phenomena; (FA)

Credit: 3 hours.

181: Foundations of Music.

Goal: To introduce students to basic musical concepts.

Content: Students will develop and understanding of musical notation, scales, intervals, and basic harmony, and will learn to use the keyboard and solfege as tools for studying music.

Taught: Fall

Gen. Ed. Category: Developing; Quantitative Reasoning Competency, (FA)

Credit: 3 hours

215: Women, Music, and Culture.

Goal: To challenge students to engage actively and to think critically about women's roles and the power of perspective in historical narrative. Students will learn how to listen and analyze a number of musical styles and genres, as well as consider issues such as gender and control in music and how women are perceived cross-culturally.

Content: This course will examine the contributions of women involved in the world of music, including composers, producers, consumers, performers, and educators. The course will cover the major historical music periods as well as a number of popular and world music styles.

Taught: Regularly.

Gen Ed. Category: Expanding, Women's Experiences, (FA)

Credit: 3 hours; cross-listed as WST 215.

Applied Lessons/Gen. Ed.

111: Applied Lessons on a Percussion Instrument.

Goal: To encourage and further both musical and technical development as a means of expressing creatively on a percussion instrument.

Content: Repertoire from various genres and periods. Concert and/or master class attendance is required.

Taught: Fall, Spring.

Prerequisites: Audition and permission of instructor.

Gen. Ed. Category: Exploring; Thinking and Expressing Creatively;(FA)

Credit: 1 hour.

112: Applied Woodwind Lessons.

Goal: To encourage and further both musical and technical development as a means of expressing creatively on a woodwind instrument.

Content: Repertoire from various genres and periods. Concert and/or master class attendance is required.

Taught: Fall, Spring.

Prerequisites: Audition and permission of instructor.

Gen. Ed. Category: Exploring; Thinking and Expressing Creatively;(FA)

Credit: 1 hour.

113: Applied Brass Lessons.

Goal: To encourage and further both musical and technical development as a means of expressing creatively on a brass instrument.

Content: Repertoire from various genres and periods. Concert and/or master class attendance is required.

Taught: Fall, Spring.

Prerequisites: Audition and permission of instructor.

Gen. Ed. Category: Exploring; Thinking and Expressing Creatively;(FA)

Credit: 1 hour.

114: Applied Voice Lessons.

Goal: To encourage and further both musical and technical development as a means of expressing creatively in voice.

Content: Repertoire from various genres and periods. Concert and/or master class attendance is required.

Taught: Fall, Spring.

Prerequisites: Audition and permission of instructor.

Gen. Ed. Category: Exploring; Thinking and Expressing Creatively;(FA)

Credit: 1 hour.

115: Applied Piano Lessons.

Goal: To encourage and further both musical and technical development as a means of expressing creatively on the piano.

Content: Repertoire from various genres and periods. Concert and/or master class attendance is required.

Taught: Fall, Spring.

Prerequisites: Audition and permission of instructor.

Gen. Ed. Category: Exploring; Thinking and Expressing Creatively;(FA)

Credit: 1 hour.

116: Applied Organ Lessons.

Goal: To encourage and further both musical and technical development as a means of expressing creatively on the organ.

Content: Repertoire from various genres and periods. Concert and/or master class attendance is required.

Taught: Fall, Spring.

Prerequisites: Audition on a keyboard instrument and permission of instructor.

Gen. Ed. Category: Exploring; Thinking and Expressing Creatively;(FA)

Credit: 1 hour

117: Applied Harpsichord Lessons.

Goal: To encourage and further both musical and technical development as a means of expressing creatively on the harpsichord.

Content: Repertoire from various genres and periods. Concert and/or master class attendance is required.

Taught: Fall, Spring.

Prerequisites: Audition and permission of instructor.

Gen. Ed. Category: Exploring; Thinking and Expressing Creatively;(FA)

Credit: 1 hour.

118: Applied Lessons on a Stringed Instrument.

Goal: To encourage and further both musical and technical development as a means of expressing creatively on a violin, viola, string bass or cello.

Content: Repertoire from various genres and periods. Concert and/or master class attendance is required.

Taught: Fall, Spring.

Prerequisites: Audition and permission of instructor.

Gen. Ed. Category: Exploring; Thinking and Expressing Creatively;(FA)

Credit: 1 hour.

119: Applied Guitar Lessons.

Goal: To encourage and further both musical and technical development as a means of expressing creatively on the acoustic guitar.

Content: Repertoire from various genres and periods. Concert and/or master class attendance is required.

Taught: Fall, Spring.

Prerequisites: Audition and permission of instructor.

Gen. Ed. Category: Exploring; Thinking and Expressing Creatively;(FA)

Credit: 1 hour.

Music (MUS) Other Course Descriptions**002: Wesleyannes.**

Goal: Students are given the opportunity to experience singing in a chamber ensemble, with a high level of musical understanding and expressiveness. Music is often performed from memory and without a conductor, placing greater responsibility upon the members of the ensemble. Focus is given to continued development of vocal technique and musicianship.

Content: A variety of repertoire, including popular as well as more serious styles. Frequent performing opportunities on the campus and in the community.

Taught: Fall, Spring.

Prerequisites: Annual audition from among students who have satisfactorily completed at least two semesters of concert choir, including the spring tour or permission of instructor.

Grading: Letter grade based on participation, including rehearsal attendance.

Credit: 1 hour.

008: Percussion Ensemble.

Goal: Students will be taught the basic rudiments of rhythm and will be asked to develop rhythmic skill in combination with various types of percussion instruments. Students will be given individual attention but will also be asked to perform pieces in combination with other students as an ensemble. Types of instruments to be used will include various types of drums, keyboard percussion instruments (xylophone, bells, etc.), and numerous auxiliary percussion instruments.

Content: Music literature for percussion instruments and rhythmic exercises.

Taught: Every semester.

Prerequisite: None.

Credit: 1 hour.

011: Applied Lessons on a Percussion Instrument.

Goal: To encourage and further both musical and technical development as a means of expressing creatively on a percussion instrument.

Content: Repertoire from various genres and periods. Concert and/or master class attendance is required.

Taught: Fall, Spring.

Prerequisites: Audition and permission of instructor.

Credit: 1 hour.

012: Applied Woodwind Lessons.

Goal: To encourage and further both musical and technical development as a means of expressing creatively on a woodwind instrument.

Content: Repertoire from various genres and periods. Concert and/or master class attendance is required.

Taught: Fall, Spring.

Prerequisites: Audition and permission of instructor.

Credit: 1 hour.

013: Applied Brass Lessons.

Goal: To encourage and further both musical and technical development as a means of expressing creatively on a brass instrument.

Content: Repertoire from various genres and periods. Concert and/or master class attendance is required.

Taught: Fall, Spring.

Prerequisites: Audition and permission of instructor.

Credit: 1 hour.

014: Applied Voice Lessons.

Goal: To encourage and further both musical and technical development as a means of expressing creatively in voice.

Content: Repertoire from various genres and periods. Concert and/or master class attendance is required.

Taught: Fall, Spring.

Prerequisites: Audition and permission of instructor.

Credit: 1 hour.

015: Applied Piano Lessons.

Goal: To encourage and further both musical and technical development as a means of expressing creatively on the piano.

Content: Repertoire from various genres and periods. Concert and/or master class attendance is required.

Taught: Fall, Spring.

Prerequisites: Audition and permission of instructor.

Credit: 1 hour.

016: Applied Organ Lessons.

Goal: To encourage and further both musical and technical development as a means of expressing creatively on the organ.

Content: Repertoire from various genres and periods. Concert and/or master class attendance is required.

Taught: Fall, Spring.

Prerequisites: Audition on a keyboard instrument and permission of instructor.

Credit: 1 hour

017: Applied Harpsichord Lessons.

Goal: To encourage and further both musical and technical development as a means of expressing creatively on the harpsichord.

Content: Repertoire from various genres and periods. Concert and/or master class attendance is required.

Taught: Fall, Spring.

Prerequisites: Audition and permission of instructor.

Credit: 1 hour.

018: Applied Lessons on a Stringed Instrument.

Goal: To encourage and further both musical and technical development as a means of expressing creatively on a violin, viola, string bass or cello.

Content: Repertoire from various genres and periods. Concert and/or master class attendance is required.

Taught: Fall, Spring.

Prerequisites: Audition and permission of instructor.

Credit: 1 hour.

019: Applied Guitar Lessons.

Goal: To encourage and further both musical and technical development as a means of expressing creatively on the acoustic guitar.

Content: Repertoire from various genres and periods. Concert and/or master class attendance is required.

Taught: Fall, Spring.

Prerequisites: Audition and permission of instructor.

Credit: 1 hour.

045, 046: Piano Class.

Goal: To introduce students to playing the piano and to develop technical skills and musicianship. Students are encouraged to take both semesters in order to build and retain skills learned in these courses.

Content: Reading rhythmic and pitch notation, playing melodies with chordal accompaniments and simple countermelodies. Playing of melodies and accompaniments from vocal literature.

Taught: Fall, Spring.

Prerequisite: 045 or permission of instructor is a prerequisite for MUS 046.

Credit: 1 hour.

055, 056: Voice Class.

Goal: To acquaint students (non-voice majors) with the various aspects of vocal technique that combine to produce a good singing voice; to enhance students' ability to control performance anxiety; and to encourage self-expression and to enhance students' ability to communicate effectively in front of a group. Students are encouraged to take both semesters in order to build and retain skills learned in these courses.

Content: Study of a variety of vocal music.

Taught: Fall, Spring.

Prerequisite: MUS 055 or permission of instructor is a prerequisite for MUS 056.

Credit: 1 hour.

140: Music Monuments of the Western World.

Goal: To study selected outstanding examples of Western music in a seminar setting.

Content: The student encounters material through a series of analytical experiences.

Taught: Regularly.

Credit: 3 hours.

182: Harmony and Tonality.

Goal: This course will focus on understanding the compositional process in common practice Western music as well as developing the skills of sight singing and ear training.

Content: This course deals with harmony, the sound that results from the combination of two or more pitches, and how it was handled by the great composers of Western music. Understanding will be gained by analyzing music as well as the writing of short musical examples.

Taught: Spring.

Prerequisite: MUS 181.

Credit: 3 hours. (the class will meet 5 days a week).

220: Music Performance and Production.

Goal: To provide students with staged musical performance experiences.

Content: Participation in rehearsal and production of operas, operettas, musical theater pieces, or scenes programs. Content will vary.

Taught: Spring. Alternate years.

Prerequisite: Audition and permission of instructor.

Credit: 1 hour.

278: Teaching Children Through Music.

Goal: To prepare classroom teachers to conduct appropriate music activities and to teach music effectively in grades P-5.

Content: Basic music concepts, skills, and materials appropriate for elementary school children in the classroom.

Taught: Spring. Alternate years.

Credit: 3 hours.

280: Advanced Harmony and Tonality.

Goal: This course will focus on a more advanced understanding of the compositional process in common practice Western music as well as further developing the skills of sight-singing and ear training.

Content: The goal of this course is to expose students to more advanced harmonic procedures, such as secondary dominants, modulations, and borrowed chords, as well as techniques used in modern music. These goals will be accomplished by analyzing music as well as the writing of short musical examples and more extended compositions.

Taught: Fall.

Prerequisites: MUS 182.

Credit: 3 hours.

282: Form and Analysis.

Goal: An exploration of the principles governing large-scale musical organization from Renaissance polyphony to the innovative approaches to musical form in the 20th century.

Content: The course develops understanding of contrapuntal forms in the Renaissance and Baroque (including fugue), Classical forms such as sonata and rondo and their expansion in the Romantic era, as well as formal procedures in modern music. Aural and visual recognition of composers, compositional processes, and genres will be emphasized.

Taught: Spring.

Prerequisites: MUS 280.

Credit: 3 hours.

284: Masterworks for Piano.

Goal: Student will organize and articulate ideas related to music studied. This will include concerto, chamber works and solo work. Cultural frame of reference will be addressed.

Content: Students will respond to a list of questions appropriate to each masterwork studied. Then a similar piece will be assigned to the student for performance, and after the necessary research, she will put the piece into perspective using similar criteria. Technical and musical demands will be researched as well as attention to form and some harmonic analysis.

Taught: Fall. Alternate years.

Prerequisite: MUS 181 and MUS 182.

Credit: 3 hours.

286: Diction for Singers.

Goal: To learn correct pronunciation and articulation for singing in English, Italian, Latin, French, German, and Spanish. The International Phonetic Alphabet (IPA) will be an integral tool in this process.

Content: The literature covered will include pieces from choral and solo vocal literature in various languages.

Taught: Alternate years.

Prerequisite: Two semesters of Applied Voice.

Credit: 3 hours.

310: Sight Reading at the Piano.

Goal: To acquaint the student with the wide body of literature available to pianists from the late Renaissance through the present. Emphasis will be placed on sight reading quantities of example literature from this time span.

Content: A survey of literature for the piano from the early English school through the present.

Taught: Alternate years.

Prerequisite: Two semesters of applied piano study and the permission of the instructor.

Credit: 3 hours.

315: History of Vocal Literature, Performance and Style.

Goal: A study of solo vocal literature from a historical perspective with emphasis upon performance and style.

Students will be expected to develop a vocabulary for discussing and writing about this repertoire; oral presentations are included.

Content: Italian, German, French, British, Spanish and American song repertoire will be explored. Women composers and their contributions to vocal literature will be highlighted.

Taught: Alternate years.

Prerequisite: MUS 181 and MUS 182.

Credit: 2 hours.

331, 332: History of Music I, II.

Goal: To introduce students to the major stylistic periods of music in western civilization through the study of musical scores and recordings, as well as assigned texts. To explore the intersections of western and non-western music traditions in the development of musical style. To introduce students to the methodology of music history through the selecting of an area of interest, surveying the available literature on the subject, and presenting the information in both written and oral communication.

Content: Music from the Middle Ages through the mid-eighteenth century will be explored in MUS 331. MUS 332 begins with music of the Viennese Classicists and concludes with music from the modern era.

Taught: Fall, Spring. Alternate years.

Prerequisite: For 331, MUS 181 and 182 or permission of Instructor. For 332, MUS 331 or permission of Instructor.

Credit: 3 hours.

340: Organ Literature.

Goal: To acquaint students with the body of literature available to organists from the 16th century through the present. Students will study works intended for concert use as well as those designed for liturgical purposes.

Content: A survey of organ literature from the earliest known examples through the present.

Taught: As needed.

Prerequisite: Permission of Instructor.

Credit: 3 hours.

396, 397: Special Topics in Music.

Goal: To offer the student opportunities to pursue fields of study outside of traditionally offered courses.

Content: An in-depth examination of a special area of music. Topics offered vary from time to time. Representative topics include music composition, conducting, choral repertoire, women in music, workshop in opera/musical theatre, etc. A student may take no more than 6 semester hours of special topics courses.

Taught: Offered occasionally.

Credit: 3 hours.

451: Directed Independent Study.

Goal: To permit the student to explore a topic of study not covered in the regular course structure. To encourage a concentrated course of study for the serious and independent student.

Content: Varies according to interest of student; to be agreed upon by student and professor, with the approval of

the program director.

Taught: Offered occasionally.

Prerequisites: Permission of instructor and program director.

Credit: 1-6 hours.

452: Field Study.

Goal: To offer the student the opportunity for workplace experience related to music.

Content: Practical work in the area of music.

Taught: Offered occasionally.

Prerequisites: Permission of the faculty advisor and the faculty sponsor.

Credit: 1-12 hours.

470: Senior Seminar.

Goal: To provide a capstone course for majors in which students complete a significant research project and explore options for potential career paths or possible educational endeavors.

Content: Study and discussion of music research methods, and of career possibilities and professional work environments/expectations. Students will give an oral presentation of their projects at the end of the semester.

Taught: Fall.

Prerequisites: Senior status.

Credit: 3 hours.

471: Senior Music Recital.

Goal: To encourage and develop musical, artistic, and technical skill at an advanced level and to develop the understanding and stamina required to plan and execute a solo recital.

Content: Repertoire from a wide range of periods and genres. Concert and master class attendance is required. A recital pre-hearing must be passed four weeks before the scheduled recital date.

Taught: Spring.

Prerequisites: 7 semesters of applied instruction in the same instrument and/or permission of instructor.

Credit: 2 hours (Applied Music Fee required).

499: Honors Thesis. (Fee required)

Neuroscience

Neuroscience explores the structure and function of the nervous system and its roles in human and animal behavior, perception, development, and physiology. As an interdisciplinary field, neuroscience combines the theoretical foundations and methodologies of experimental psychology, biology, physiology, pharmacology, biophysics, and mathematics. A neuroscience major prepares the student for graduate programs in neuroscience itself and as a double major or minor enhances the competitive position of students for graduate programs in any of the contributing fields, as well as medical, veterinary, dental, and allied health professions.

The student learning objectives for students majoring in neuroscience are:

- I. to demonstrate an understanding of the central theoretical framework of modern neuroscience;
- II. to recognize and explain common patterns in the development, organization, function, and diversity of animal nervous systems;
- III. to develop and demonstrate proficiency in some of the central methodologies and experimental techniques of modern neuroscience, including electrophysiology from cells, nerves and networks, biobehavioral recording, neurohistology, and neuropharmacology;
- IV. to interrelate and appreciate the unique contributions of the multiple scientific disciplines which contribute to the field of neuroscience and its current literature; and
- V. to apply knowledge about the nervous system to exploring and understanding related fields in biology and psychology, such as development, anatomy, physiology, behavior, cognition, and learning.

Major requirements: Neuroscience: The major program requires a minimum of 50 hours of course work, including the following:

<i>I. Introductory Context Courses (6 courses)</i>	<i>(22 hours)</i>
BIO 110 Principles of Biology I	4 hours
BIO 112 Principles of Biology II	4 hours
CHM 101 General Chemistry I	4 hours
CHM 102 General Chemistry II	4 hours
MAT 130* College Algebra	3 hours
PSY 101 General Psychology	3 hours
<i>*May substitute MAT 140 or any calculus course; MAT 205 recommended.</i>	
<i>II. Intermediate Methodology Courses (any 2 courses)</i>	<i>(6-7 hours)</i>
BIO 203 Research Methods in Biology	4 hours
PSY 220 Statistical Methods	3 hours
PSY 230 Reading, Writing, and Review	3 hours
<i>III. Neuroscience Core Courses (any 2 courses)</i>	<i>(7-8 hours)</i>
PSY/NSC 207 Principles of Neuroscience	4 hours
BIO/NSC 325 Neurophysiology	4 hours
NSC 335 Neuronal Networks and Systems	3 hours
<i>IV. Neuroscience Content Electives in Biology (any 2 courses)</i>	<i>(7-8 hours)</i>
BIO/NSC 315 Animal Behavior	4 hours

BIO 320 Molecular Cell Biology	4 hours
BIO/NSC 325 Neurophysiology	4 hours
NSC 335** Neuronal Networks and Systems	3 hours
BIO 340 Animal Physiology	4 hours
BIO/NSC 341 Developmental Biology	4 hours
BIO 396/397*** Special Topics in Biology	3, 4 hours

***If not used to fulfill set III - Neuroscience Core Courses requirement.*

****Must be an approved Special Topics course directly relevant to neuroscience.*

V. Neuroscience Content Electives in Psychology (any 2 courses) (6-8 hours)

PSY/NSC 207** Principles of Neuroscience	4 hours
PSY/NSC 260 Drugs and Behavior	3 hours
PSY/NSC 310 Cognitive Psychology	3 hours
PSY/NSC 314 Learning and Memory	4 hours
PSY 396/397*** Special Topics in Psychology	3, 4 hours

****Must be an approved Special Topics course directly relevant to neuroscience.*

VI. Senior Capstone Course (either course) (2-3 hours)

BIO 440 Senior Integrative Exercise in Biology (2 hours)
PSY 441 Senior Seminar: Research (3 hours)

Research in Neuroscience (NSC 451/499), Biology (BIO 451/499), or Psychology (PSY 451/499) is also strongly recommended.

For students planning application to graduate or professional programs the following additional courses are strongly recommended:

- CHM 221, 222 Organic Chemistry I & II
- PHY 115/121 and PHY 116/122 College/General Physics I & II
- MAT 205 Calculus I
- BIO/PSY 451/499 Directed Research/Honors Research

Integrative Experience: The integrative experience requirement is met with BIO 440 Senior Integrative Exercise in Biology or PSY 441 Senior Seminar: Research. In these courses, students work individually to research a focused topic integrating neuroscience concepts and methods with those of another discipline. Students work collaboratively in a small group to organize oral presentations incorporation individual topics into a broader theme, question, or problem. Students present their work at the end of the semester.

Pre-Professional Development: The neuroscience pre-professional experience requirement can be met by involvement in any of the following related activities: internship, independent study, assisting a faculty member with the instruction of a regular teaching laboratory (teaching assistant), working with a faculty member as part of a laboratory or field research project.

Minor requirements Neuroscience: The minor program requires a minimum of 29 hours of course work, including the following:

<i>I. Introductory Context Courses (2 courses)</i>	<i>(7 hours)</i>
BIO110 Principles of Biology I	4 hours
or BIO 103 Human Biology	4 hours
PSY 101 General Psychology	3 hours
<i>II. Intermediate Methods Courses (all 3 courses from one of the following two sets)</i>	<i>(9-12 hours)</i>
Biology Set:	
BIO 112 Principles of Biology II	4 hours
BIO 203 Research Methods in Biology	4 hours
CHM 101 General Chemistry	4 hours
or Psychology set	
PSY 220 Statistical Methods	3 hours
PSY 230 Reading, Writing, and Review	3 hours
PSY 305 Research Methods in the Behavioral Sciences	3 hours
<i>III. Neuroscience Core Courses (any 2 courses)</i>	<i>(7-8 hours)</i>
PSY/NSC 207 Principles of Neuroscience	4 hours
BIO/NSC 325 Neurophysiology	4 hours
NSC 335 Neuronal Networks and Systems	3 hours
<i>IV. Neuroscience Elective Courses (any 2 courses)</i>	<i>(6-8 hours)</i>
PSY/NSC 207* Principles of Neuroscience	4 hours
PSY/NSC 260 Drugs and Behavior	3 hours
PSY/NSC 310 Cognitive Psychology	3 hours
PSY/NSC 314 Learning and Memory	4 hours
BIO/NSC 315 Animal Behavior	4 hours
BIO 320 Molecular Cell Biology	4 hours
BIO/NSC 325* Neurophysiology	4 hours
NSC 335* Neuronal Networks and Systems	3 hours
BIO 340 Animal Physiology	4 hours
BIO/NSC 341 Developmental Biology	4 hours
**BIO 396/397 Special Topics in Biology	3,4 hours
**PSY 396/397 Special Topics in Psychology	3,4 hours
<i>*If not used to fulfill set II or set III course requirement.</i>	
<i>**Must be an approved Special Topics course directly relevant to neuroscience.</i>	

Neuroscience (NSC) Course Descriptions

207: Principles of Neuroscience.

Goal: To provide the student with an understanding of physiological processes that mediate psychological functioning.

Content: The biological bases of sensation, perception, learning, memory, cognition, motivation, emotion, and consciousness; overview of recent and significant developments in this area.

Taught: Fall.

Prerequisite: PSY 101.

Credit: 4 hours; cross-listed as PSY 207.

260: Drugs and Behavior.

Goal: To examine the major classes of drugs which affect behavior, including drugs of abuse and drugs used in the treatment of mental disorders.

Content: The pharmacology of drugs of abuse and drugs used in treating mental disorders is explored. Exploration of historical background of drugs as well as social context.

Taught: Spring.

Credit: 3 hours; cross-listed as PSY 260.

310: Cognitive Psychology.

Goal: To foster an understanding of the human mind and how it operates by discussing the major theories, concepts, and research in cognitive psychology.

Content: Detailed examination of how humans encode, perceive, remember, and use the information encountered in daily life. Topics examined include pattern recognition, mental imagery, attention, memory, language, problem solving, creativity, and artificial intelligence.

Taught: Fall. Alternate years.

Prerequisites: PSY 101.

Credit: 3 hours; cross-listed as PSY 310.

314: Learning and Memory.

Goal: To provide students with a clear and comprehensible integration of classic and contemporary achievements in the field of learning and memory.

Content: Principles of respondent and operant conditioning as well as memory and cognition in terms of possible mechanisms, current research, the theory.

Taught: Spring.

Prerequisites: PSY 101 and MAT 220; PSY 305 or BIO 203; or permission of program director.

Credit: 4 hours; cross-listed as PSY 314.

315: Animal Behavior.

Goal: To familiarize the student with the biological study of animal behavior. To introduce the student to the major historical and contemporary perspectives of behavioral study. To allow the student to practice field and laboratory methods of behavioral sampling and analysis.

Content: A practice-oriented survey of contemporary approaches to animal behavior, including behavioral genetics, behavioral development, neuroethology, behavioral endocrinology, behavioral ecology and evolution, ethology and sociobiology.

Taught: Fall. Alternate years.

Prerequisites: BIO 103 or 110; BIO 203 or PSY 305.

Credit: 4 hours; cross-listed as BIO 315.

325: Neurophysiology.

Goal: To familiarize the student with the theoretical bases and experimental methods of modern neurobiology, appropriate to studying the structure and function of individual nerve cells and small neuronal systems.

Content: A practice-oriented introduction to cellular and systems neurobiology. Laboratory exercise and discussion topics will include electrophysiological, histophysiological, and neurochemical techniques, neuronal membrane

dynamics, synaptic function and plasticity, sensory coding, sensorimotor coordination, central pattern generation, and network function. Methods of study will include electrophysiological recording from invertebrate and embryonic vertebrate preparations, neurochemical and microsurgical manipulation, computer and electronic simulations, and correlational network analysis.

Taught: Fall. Alternate years

Prerequisites: BIO 103 or 110; BIO 203 or PSY 305.

Credit: 4 hours; cross-listed as BIO 325.

335: Neuronal Networks and Systems.

Goal: To familiarize the student with the scientific questions, theories, methods, and practices of studying neuronal networks and systems in animals. To become conversant with the primary scientific literature in network and systems neuroscience, as well as functional neuroethology.

Content: A seminar--style course which samples from the range of sensory, motor, and associational neuronal networks and systems in invertebrate and vertebrate animals and the experimental and analytical approaches used to understand them. Instructor- and student-led discussions will use both review texts and the primary neuroscience literature of particularly well-understood systems as source material. This will be supplemented with hands-on exploration of computer-based simulations and models of neuronal networks. Specific topics might include, for example, detection, discrimination, and topographical mapping in visual and olfactory systems, owl and anuran auditory localization, fish electroreception, bat echolocation, crustacean and teleost escape behavior, coordination of leech swimming, locust flight, and birdsong, and the neuronal substrates of daily and seasonal rhythms.

Taught: Fall. Alternate Years.

Prerequisites: PSY 101; BIO 103 or BIO 110.

Credit: 3 hours.

341: Developmental Biology.

Goal : To introduce the student to the processes and structures involved in the ontogeny of animals.

Content: The development of animals from gametogenesis through fertilization, gastrulation, and organogenesis, including intra- and extracellular regulation and control of developmental mechanisms and structures. A comparison of the developmental processes of protostomes and deuterostomes.

Taught: Spring Alternate years.

Prerequisites: BIO 110, 112, and 203.

Credit: 4 hours; cross-listed as BIO 341.

396, 397: Special Topics in Neuroscience.

Goal: To understand psychological topics not covered in-depth in other courses offered in the department.

Content: Topics vary. A student may take no more than two such special topics courses.

Taught: Offered occasionally.

Prerequisites: None.

Credit: 3; 3 hours.

451: Directed Independent Study.

Goal: To provide opportunities to engage in faculty-supervised or student-controlled research projects. To study a topic in-depth not ordinarily offered by the department.

Content: Topics vary; examples.

Taught: Fall, Spring.

Prerequisites: Major of senior standing, and consent of instructor.

Credit: 3 hours.

452: Field Study.

Goal: To gain experience in application of psychological findings to community settings.

Content: Varies with instructor.

Taught: Fall, Spring.

Prerequisites: Appropriate background and permission of intern supervisor.

Credit: 1-12 hours.

499: Honors Thesis. (Fee required)

Philosophy

Philosophy is inherently a reflexive endeavor: the self-reflection upon our human capacity of reflection, a thinking about our thinking. Human being is essentially characterized through its capacity for reflection, and so to engage in philosophical reflection is to reflect on the fundamental nature and meaning of our very existence. The study of philosophy is thus at once both deeply personal (as the question of the meaning of my own existence) and communal (as the question of our shared historical human identity). The study of philosophy always entails a dual focus on the method or process of thinking as well as upon a determinate history or tradition of philosophical reflection. It means learning how to think for oneself while learning about how others have ventured such reflection. By critically interacting with examples of sustained philosophical reflection on the most fundamental problems of human existence, students can gain greater control of their reasoning process as they partake in this fundamental questioning on their own.

Major Program. The major in philosophy, requiring a total of 30 semester hours, is designed to provide the student with both broad understanding of the development of Western philosophy and deeper insight into particular philosophical problems and movements.

The student learning outcomes for the philosophy major are for the student to develop the following:

- I. her ability to think critically and analytically,
- II. her understanding of philosophical problems and issues and significant philosophical accounts of those problems and issues,
- III. her ability to assess the strengths and weaknesses of philosophical positions.

Integrative Experience. In addition to the courses listed below, the major includes an integrative experience. Although the integrative experience requirement is met implicitly by the philosophy major as a whole, issues of integration are taken up explicitly in the ethics course and in PHI 396, which a student will take in her junior or senior year. The ethics course, required of all majors, includes applied ethics as a significant element.

Pre-professional Development. Students majoring in philosophy must the workplace experience requirement by completing an internship. While there are excellent internship opportunities in philosophy, the student may meet this requirement by completing an internship in any of the College's departments.

Major Requirements: Philosophy. The philosophy major consists of 30 hours, distributed as follows:

<i>Required courses</i>	<i>(15 hours)</i>
PHI 223 Ethics	3 hours
PHI 224 Logic	3 hours
PHI 313 History of Western Philosophy, Ancient	3 hours
PHI 315 History of Western Philosophy, Modern	3 hours
PHI 390 Philosophy and the World (includes an SIE assignment)	3 hours
<i>Choose two of the following courses</i>	<i>(6 hours)</i>
PHI 161 Self and Social Responsibility	3 hours
PHI 210 Readings in Philosophy	3 hours
PHI 228 Philosophy and Gender	3 hours

PHI 215 African Philosophy	3 hours
ENG 210 Introduction to Literary Criticism	3 hours
<i>Choose three of the following courses</i>	<i>(9 hours)</i>
PHI 314 Medieval Thought (cross-listed as REL 314)	3 hours
PHI 316 History of Western Philosophy, 19th and 20th Centuries	3 hours
PHI 371 Philosophy of Religion (cross-listed as REL 371)	3 hours
PHI 451 Directed Independent Study	3 hours
POL 300 Foundations of Political Thought	3 hours

Minor Requirements: Philosophy. A minor in philosophy consists of 18 hours distributed as follows:

<i>Required</i>	<i>(12 hours)</i>
PHI 223 Ethics	3 hours
PHI 224 Logic	3 hours
PHI 313 History of Western Philosophy, Ancient	3 hours
or PHI 315 History of Western Philosophy, Modern	
PHI 390 Philosophy and the World	3 hours

Electives *(6 hours)*

Any two additional philosophy courses, at least one of which must be at or above the 300 level.

Resources for Non-Majors. Philosophy courses are open to all students; most of them have no prerequisite. Introductory courses (PHI 161 and 210) provide a basic understanding of philosophical reasoning and how other disciplines emerged from and are related to philosophy. Logic provides an excellent foundation for students preparing for further graduate or professional study. The study of ancient, medieval, and modern Western philosophy is an excellent complement to the study of the literature and history of those periods and cultures. Finally, the course in the philosophy of religion develops more fully the perspective of students who focus their studies in these areas.

Postgraduate Opportunities. Extensive study in philosophy is appropriate for anyone preparing for a profession in which critical reasoning and careful questioning are important. In addition, philosophical studies provide excellent preparation for students interested in professional programs in law or theology, or in graduate programs in religious studies or philosophy.

Philosophy (PHI) Gen. Ed. Course Descriptions

215: African Philosophy.

Goal: To introduce students to the many varieties of and different methodological approaches to African philosophy.

Content: Writings by Africans, Europeans, and others that develop, describe, or critique African philosophical systems, including ethnophilosophy, sagacity philosophy, professional philosophy, and liberation theories. Issues raised by the encounters between African and European modes of thought, especially as shaped by the history of European colonialism in Africa, will be important considerations.

Taught: Alternate years.

Gen. Ed. Category: Expanding; Diverse and Interdependent World, (HUM)

Credit: 3 hours.

223: Ethics.

Goal: To introduce students to the various issues involved in making moral decisions and to alternative theoretical constructs for making these decisions.

Content: Theories and principles of value and moral decision-making, and the application of these theories and principles to problematic situations in personal and professional life.

Taught: Annually.

Gen. Ed. Category: Exploring; Individuals & Communities, (HUM)

Credit: 3 hours.

224: Logic.

Goal: To introduce students to fundamentals of logical theory and its application in the development and evaluation of arguments.

Content: Formal and informal reasoning and fallacies; basic symbolic logic.

Taught: Alternate years.

Gen. Ed. Category. Synthesizing

Credit: 3 hours.

228: Gender and Philosophy.

Goal: To introduce students to philosophical questions and problems regarding the role of gender in the formation of intellectual positions, and to consider a variety of significant attempts to answer those questions and resolve those problems.

Content: Writings that consider the relationships between gender and philosophical methods and positions, including feminist philosophical texts.

Taught: Alternate years.

Gen. Ed. Category: Expanding; Women's Experiences, (HUM)

Credit: 3 hours; cross-listed as WST 228.

Philosophy (PHI) Other Course Descriptions

161: Self and Social Responsibility.

Goal: To introduce students to a variety of philosophical reflections on human nature and the relationship between individuals and society. To help students understand the relationship between these philosophical reflections and other perspectives of self and society.

Content: Writings from various periods of Western philosophy, ranging from the traditional canon, to responses to the canon and contemporary issues (e.g., writings of Plato, Immanuel Kant, and Hannah Arendt).

Taught: Annually.

Credit: 3 hours.

210: Readings in Philosophy.

Goal: To introduce students to the sorts of questions and issues discussed in philosophical texts and the ways in which philosophers discuss these questions and issues. To help students develop their own skills in the reading and analysis of philosophical texts.

Content: Writings from one, two, or three different significant philosophers in the Western tradition. If the course

focuses on the work of one philosopher, students and faculty will read together a significant part of that philosopher's work. If the course covers more than one philosopher, students and faculty will consider the philosophers' different approaches to a particular philosophical theme or set of themes. Representative topics might include Chinese philosophy, philosophy and the everyday, or Existentialism.

Taught: Annually.

Credit: 3 hours; cross-listed as AST 210 (for Asian content only).

313: History of Western Philosophy, Ancient.

Goal: To engage participants in the critical reading and assessment of significant Western philosophers from pre-Socratic philosophers through Hellenistic philosophy, with attention to the broader cultural context in which they developed.

Content: Philosophical accounts of the nature of reality, knowledge, the self, and appropriate human actions, beliefs, and institutions from the ancient period.

Taught: Alternate years.

Credit: 3 hours.

314: Medieval Thought.

Goal: To engage participants in the critical reading and assessment of significant Western thought from Augustine to William of Ockham, with attention to the broader cultural context in which they developed.

Content: Accounts of the nature of reality, knowledge, the self, and appropriate human actions, beliefs, and institutions from the medieval and early modern period.

Taught: Alternate years.

Prerequisite: One course in PHI or REL or permission of instructor.

Credit: 3 hours; cross-listed as REL 314.

315: History of Western Philosophy, Modern.

Goal: To engage participants in the critical reading and assessment of significant Western philosophers from Descartes to Kant with attention to the broader cultural context in which they developed.

Content: Philosophical accounts of the nature of reality, knowledge, the self, and appropriate human actions, beliefs, and institutions from the modern period.

Taught: Alternate years.

Credit: 3 hours.

316: History of Western Philosophy, Nineteenth and Twentieth Century.

Goal: To engage participants in the critical reading and assessment of significant Western philosophers from the 19th and 20th centuries, with attention to the broader cultural context in which they developed.

Content: Philosophical accounts of the nature of reality, knowledge, the self, and appropriate human actions, beliefs, and institutions from the 19th and 20th centuries.

Taught: Alternate years.

Credit: 3 hours.

371: Philosophy of Religion.

Goal: To introduce students to the philosophical issues implied by the nature of religious language, institutions, and symbols.

Content: Philosophical analyses of religious institutions and symbols. Possible topics include the variety of theistic and non-theistic religious positions, the problem of evil, and the relationship between reason and faith.

Taught: Alternate years.

Prerequisite: One course in PHI or REL or permission of instructor.

Credit: 3 hours; cross-listed as REL 371

390: Philosophy and the World.

Goal: To engage advanced students in broad conversations between philosophy and other contemporary topics and fields. Students might work, for example, on the relation of philosophy and film, philosophy and human rights, philosophy and psychology, or philosophy and some other discipline or aspect of culture.

Content: Students will consider the ways in which the questions and methods of philosophy help illuminate areas of human society and the ways in which these other areas affect philosophy. The course will highlight the work of contemporary philosophers and readings will reflect students' scholarly interests. This course will include an assignment (required for philosophy students and an option for other students) in which students will explore how philosophy integrates their education as a whole.

Taught: Alternate years.

Credit: 3 hours.

396, 397: Special Topics in Philosophy.

Goal: To engage students in a focused and careful study of a particular area of philosophical inquiry.

Content: Topics will vary according to the interests of the students and the instructor. Possible topics include philosophical sub-fields such as metaphysics or aesthetics, philosophical issues such as those of the understanding of personal identity or the implications of gender in philosophical expression, philosophical schools such as pragmatism or modern British empiricism, and the work of a particularly significant philosopher such as Plato, Kant, or Arendt.

Taught: Alternate years.

Prerequisite: Any 300-level PHI course or permission of instructor.

Credit: 3; 3 hours.

451: Directed Independent Study.

Goal: To engage an individual student in a sustained research project which culminates in the writing of a paper.

Content: Topic varies according to the interests of the student.

Taught: Offered occasionally.

Prerequisite: Permission of instructor.

Credit: 1-6 hours.

452/199: Field Study.

Goal: To introduce students to on-site experience of specific vocations in their major.

Content: Actual work experience.

Taught: Fall, Spring.

Prerequisite: Permission of the instructor and program director.

Credit: 1-12 hours.

499: Honors Thesis. (Fee required)

Physics

Physics courses are offered in support of majors in biology, chemistry, mathematics, and educational studies and also to fulfill the College's General Education requirements. Students interested in further studies in physics should consider the physics minor, secondary teaching with physics emphasis, or a self-designed interdisciplinary major with a physics emphasis.

Physics minors begin their studies with a year long, calculus-based introductory sequence in mechanics and electricity and magnetism, in which they are acquainted with the physical principles governing everyday phenomena and learn to apply these principles to the quantitative study of nature. In the second year, they complement their major programs by developing an understanding of the physical world beyond the introductory level through intermediate-level course in periodic motion, waves, and geometric optics in the fall semester. Having completed a survey of classical physics, physics minors finish the second semester with a course in modern physics, beginning with the revolutionary advances of the early twentieth century. The minor is completed by an additional 300 level course in physics chosen in consultation with their advisor. Current options include courses in Classical Dynamics, Quantum Mechanics, or a Special Topics course in some subfield of physics.

The student learning outcomes for students completing the physics minor are:

- I. to demonstrate an understanding of mechanics, electricity and magnetism at an introductory level.;
- II. to demonstrate a basic understanding of wave phenomena and periodic motion.
- III. to demonstrate an understanding of special relativity and quantum theory at an elementary level.

Minor Requirements: Physics. Beyond the introductory courses (PHY 115, 116 or PHY 121, 122), completion of the physics minor requires three additional courses: PHY 205, 212, and one 300-level physics course. Students should note the prerequisites for these courses.

The learning outcomes fulfilled by the required courses are shown below.

I. PHY121 General Physics I	4 hours
PHY122 General Physics II	4 hours
II. PHY205 Periodic Motion and Waves	4 hours
III. PHY212 Modern Physics	4 hours

Physics (PHY) Gen. Ed. Course Descriptions

106: Astronomy.

Goal: To present the principles of astronomy by emphasizing the process of scientific discovery, analysis and synthesis that led to current theories of the origin and structure of the universe.

Content: The astronomical observations and physical processes relevant to the study of the origin and structure of the universe.

Prerequisite(s): MAT126, MAT130, or placement into MAT140 or MAT205.

Taught: Spring or Fall, alternate years

Gen. Ed. Category: Exploring, How the natural world functions; (SM).

Credit: 4 hours.

121, 121L: General Physics I.

Goal: To introduce the principles of classical physics and their applications in modern technology and everyday life using a calculus-based formalism. To enhance critical thinking skills through problem solving.

Content: The principles of Newtonian Mechanics including translational and rotational motion, force, torque, momentum and mechanical energy.

Taught: Fall.

Prerequisites: MAT 205, MAT 206 co-requisite. Students enrolled in PHY121 must also enroll in PHY121L.

Gen. Ed. Category: Exploring, How the natural world functions; (SM).

Credit: 4 hours.

Physics (PHY) Other Course Descriptions**115,115L: College Physics I.**

Goal: To introduce the principles of classical physics and their applications in modern technology and everyday life using an algebra-based formalism. To enhance critical thinking skills through problem solving.

Content: The principles of Newtonian Mechanics including translational and rotational motion, force, torque, momentum and mechanical energy.

Prerequisites: MAT 140 or placement into MAT205. Students enrolled in PHY115 must also enroll in PHY115L

Taught: Fall alternate years.

Credit: 4 hours.

116,116L: College Physics II.

Goal: To introduce the principles of classical physics and their applications in modern technology and everyday life using an algebra-based formalism. To enhance critical thinking skills through problem solving.

Content: The principles of electricity and magnetism.

Taught: Spring alternate years.

Prerequisites: PHY 115. Students enrolled in PHY116 must also enroll in PHY116L.

Credit: 4 hours.

122,122L: General Physics II.

Goal: To introduce the principles of classical physics and their applications in modern technology and everyday life using a calculus-based formalism. To enhance critical thinking skills through problem solving.

Content: The principles of electricity and magnetism.

Taught: Spring.

Prerequisites: PHY 121 and MAT 206.

Credit: 4 hours.

200: Introduction to Astronomical Observation.

Goal: Introduction to observational astronomy and the use of astronomical instruments and observing aids for collection, analysis, and interpretation of astronomical data.

Content: A hands-on introduction to the concepts and practice of observational astronomy with small telescopes: Celestial coordinates, simple optics, telescope operation, CCD Imaging and image processing.

Taught: Fall, Alternate years

Prerequisites: MAT 140.

Credit: 2 hours.

205: Periodic Motion and Waves.

Goal: To extend the concepts and techniques presented in PHY 121 and PHY 122.

Content: The study of periodic and wave motion, light and optics.

Taught: Fall. Alternate years.

Prerequisites: PHY 122, or, with departmental approval, PHY 116 and MAT 205.

Credit: 4 hours.

212: Modern Physics.

Goal: To understand the principles of modern physics.

Content: The development of modern physics, with emphasis on relativity, the kinetic theory of matter, quantum theory, the Schrodinger equation, and atomic physics.

Taught: Spring. Alternate years.

Prerequisites: PHY 122, or, with departmental approval, PHY 116 and MAT 205.

Credit: 4 hours.

305: Classical Dynamics.

Goal: This course will provide students with a complete set of analytical tools for the study of classical dynamical systems. Particular emphasis will be placed on the reformulation of dynamics by Hamilton and Lagrange.

Content: Applications of Newton's Laws to oscillatory systems, motion under the influence of central forces, and rigid body motion. Calculus of Variations. The Lagrange and Hamiltonian formulations of dynamics.

Taught: Fall. Alternate years.

Prerequisites: PHY 122, MAT 300.

Credit: 3 hours.

350: Quantum Mechanics.

Goal: To provide students with an introduction to the concepts and mathematical techniques of quantum mechanics.

Content: Introduction to the concepts and mathematical techniques of quantum mechanics. Topics will include solutions of the Schrodinger equation, matrix mechanics, quantum measurement, and the theory of angular momentum and spin, with applications to systems in atomic and nuclear physics.

Taught: Spring. Alternate years.

Prerequisites: PHY 212, MAT 300.

Credit: 3 hours.

396, 397: Special Topics in Physics.

Goal: To explore at an advanced level the principles and applications of a sub-discipline of modern physics.

Content: An in-depth examination of an area in advanced physics. The topic covered will vary from time to time. Representative special topics include astrophysics, biophysics, statistical physics, and nuclear and particle physics.

Taught: Offered occasionally.

Prerequisites: PHY 212 or permission of the instructor.

Credit: 3 hours.

451: Directed Independent Study.

Goal: To enable an intensive exploration of a topic of special interest. To promote original, independent, creative, and critical thinking. To solve real problems in a scientific manner. To provide an opportunity to conduct independent laboratory work and to learn new techniques.

Content: Directed independent work of a critical or analytical nature. Under careful faculty supervision, qualified students are encouraged to develop originality of thought and thoroughness of method. Some emphasis on research methods.

Taught: Offered occasionally.

Prerequisites: Approval of department chair.

Credit: 1-6 hours.

452/199: Field Study.

Goal: To afford professional experience as a physicist in an academic or industrial setting.

Content: Applied areas in physics or physics-related employment. May be elected for internship credit. The student submits a brief plan including objectives, anticipated activities, a list of readings, and the nature of reports to be submitted to the sponsor.

Taught: Offered occasionally.

Prerequisites: Approval of department chair.

Credit: 1-12 hours.

499: Honors Thesis. (Fee Required)

Political Science

The political science major at Wesleyan provides students with a solid background in comparative and international politics, American politics and political theory. Courses approach the study of politics from a variety of perspectives, with focuses ranging from individual political behavior to the interactions of large institutions in the international arena. In addition to becoming acquainted with the empirical findings of contemporary political science, students also examine the methods by which those findings are reached, thus strengthening their critical thinking skills and gaining a deeper understanding of the nature of knowledge itself. Students also examine the fundamental normative questions of politics. A student who graduates with a degree in political science will be well prepared to speak and write clearly and persuasively not only about what the condition of the political world is but also what she believes it should be.

Students may choose to major in political science with a pre-law track. This gives students interested in a career in law the opportunity to pursue a major course of study that gives them exposure to particular knowledge and analytical skills that will help prepare them for law school. In addition to studying politics and government, students will take courses in related areas, such as business, communication, ethics, logic, and the history of United States civil rights to develop knowledge and skills that they may use in the study of law. It should be noted that guidelines for law school admission do not designate any one particular area in which a student must major in order to be admitted to law school. This major is, therefore, not required for a student interested in law school.

Students who graduate with a political science degree will be prepared for graduate school and careers in government, public service, nonprofit organizations, journalism, and the law.

Major Program. Students who major in political science will acquire knowledge of major political events, phenomena and institution and of the theories essential for interpreting the nature and meaning of power in today's world; the analytical skills requisite for understanding political systems, both domestic and global; and the ability to express concepts concisely and forcefully through both written and oral communication. They will be familiar with the best practices associated with political science research and prepared to enter graduate programs and careers in politics and related fields.

Student learning outcomes for the Political Science Major:

- I. demonstrate knowledge of major political events, phenomena, institutions and the theories and frameworks for considering political change
- II. demonstrate the methodological commensurate with political analysis and research.
- III. be able to apply the best practices associated with the conduct of research in the discipline of political science.
- IV. demonstrate preparedness to enter graduate programs and/or to pursue careers in this area of study and related fields.

Major Requirements: Political Science (45 hours)

<i>1. Core Requirements</i>	<i>(21 hours)</i>
POL 115 American Politics	3 hours
POL 222 Comparative Politics	3 hours
POL 230 International Relations	3 hours
POL 240 Introduction to Political Thought	3 hours

POL 300 Foundations of Political Thought	3 hours
POL 332 Research Methods in Political Science	3 hours
POL 480 Senior Research Seminar	3 hours

2. Content Requirements - American Politics (Choose 3) *(9 hours)*

POL 320 American Constitutional Development	3 hours
POL 324 Southern Politics	3 hours
POL 328 United States Foreign Policy	3 hours
POL 330 State and Local Politics	3 hours
POL 356 Activism and Political Organization	3 hours

3. Content Requirements - Comparative and International Relations (Choose 3) *(9 hours)*

POL 319 International Law	3 hours
POL 326 European Politics	3 hours
POL 335 Developing World	3 hours
POL 342 International Organizations	3 hours
HIS/POL 347 Modern Middle East	3 hours
HIS/POL 348 Terror and Terrorism in the Modern World	3 hours
POL 351 Nuclear Weapons	3 hours

4. Cognates (Choose 2) *(6 hours)*

ECO 206 Economic Thought	3 hours
ECO 210 Women and Economic Development	3 hours
HIS 315 Contemporary America	3 hours
HIS 340 Europe in the 20 th Century	3 hours
PHI 223 Ethics	3 hours
PHI 224 Logic	3 hours

Major Requirements: Political Science with a Pre-Law Track (51 hours)

1. Core Requirements *(21 hours)*

POL 115 American Politics	3 hours
POL 222 Comparative Politics	3 hours
POL 230 International Relations	3 hours
POL 240 Introduction to Political Thought	3 hours
POL 300 Foundations of Political Thought	3 hours
POL 332 Research Methods in Political Science	3 hours
POL 480 Senior Research Seminar	3 hours

2. Pre-Law Content *(18 hours)*

COM 202 Public Speaking	3 hours
HIS 130 United States History to 1877	3 hours
HIS 135 United States History from 1877	3 hours
PHI 223 Ethics	3 hours
PHI 224 Logic	3 hours
POL 320 Constitutional Development	3 hours

<i>3. Upper-level Political Science Courses (Choose 3)</i>	<i>(9 hours)</i>
POL 319 International Law	3 hours
POL 324 Southern Politics	3 hours
POL 330 State and Local Politics	3 hours
POL 342 International Organizations	3 hours
POL 356 Activism and Political Organization	3 hours
<i>4. Cognate (Choose 1)</i>	<i>(3 hours)</i>
COM 340 Persuasion	3 hours
BUS 310 Business Law	3 hours
ENG 265 Professional Writing	3 hours
ENG 356 Argumentative Writing	3 hours
HIS 337 United States Women's History	3 hours
HIS 357 African American History	3 hours

Pre-Professional Development: Each student will complete assignments in the Senior Research Seminar (POL 480) that help her explore careers in the major.

Integrative Experience: Each student will complete POL 480 Senior Research Seminar. In this capstone course, political science majors will complete a significant research project in which they make connections among the various parts of their course of study and employ sound methodology.

Minor Requirements: Political Science

A minor in political science consists of 18 semester hours as follows:

<i>Required</i>	<i>(12 hours)</i>
POL 300 Foundations of Political Thought	3 hours
POL 332 Research Methods in Political Science	3 hours
Two upper level POL courses	6 hours
<i>Choose two courses from the following</i>	<i>(6 hours)</i>
POL 115 American Politics	3 hours
POL 222 Comparative Politics	3 hours
POL 230 International Relations	3 hours
POL 240 Introduction to Political Thought	3 hours

Political Science (POL) General Education Courses

115: American Politics.

Goal: Students will develop and utilize analytical tools and research skills for understanding, evaluating, and participating in the political process.

Content: As students investigate selected aspects of political representation and policy formation in the executive, legislative, and judicial branches of American national government, they will encounter and use a variety of tools of political analysis. Applying these tools, students will present policy recommendations, hold debates, stage mock legislative sessions, and prepare briefs for cases to be heard in the Supreme Court.

Taught: Fall.

Gen. Ed. Category: Exploring; Individuals & Communities, (SBS)

Credit: 3 hours.

222: Comparative Politics.

Goal: To develop students' ability to analyze political systems from a comparative perspective.

Content: The course examines methods of comparing political systems. In particular, the course will introduce students to the conceptual tools and models used in the analysis and comparison of political systems; types of contemporary political systems, such as liberal democracies, communist transition states, newly industrializing countries, and less developed countries; and processes of political development and political change.

Taught: Spring.

Gen. Ed. Category: Exploring; Individuals & Communities, (SBS)

Credit: 3 hours.

225: Women and Politics.

Goals: The course will enhance the student's ability to analyze, interpret, and critique texts with a view to purpose, evidence, and effect.

Content: The relationship between gender, power, and society in the developed and developing world is treated in fictional, biographical, and analytical accounts of the role of women in politics and society. The changing political and social status of women with an emphasis on the developing world will form an important part of the analysis.

Taught: Fall.

Gen. Ed. Category: Expanding; Women's Experiences, (SBS)

Credit: 3 hours; cross-listed as WST 225.

230: International Relations.

Goal: To provide students with an introduction to the study of international relations and a basic understanding of the concepts, processes, and relationships involved.

Content: The course examines conflicting arguments about the nature of the international system, examining their assumptions, and drawing conclusions as to their validity. The course will also introduce students to a number of more recent issues and concerns that have arisen in international relations. Such factors as terrorism, globalization, unequal economic development, and environmental problems all challenge older assumptions about military might as the only real source of international power and raise questions of what opportunities for international conflict and cooperation exist in the future.

Taught: Spring.

Gen. Ed. Category: Expanding; Diverse & Interdependent World, (SBS)

Credit: 3 hours.

240: Introduction to Political Thought

Goal: The course will enhance the student's ability to analyze, interpret, and critique primary sources with a view to purpose, assumptions, argument, and historical context.

Content: Encountering the political and philosophical content of some of the world's major political ideologies, students read and evaluate the original contributions of modern political theorists. The focus is on liberalism, socialism, communism, fascism, communitarianism, and feminism.

Taught: Fall or Spring.

Gen. Ed. Category: Exploring; Individuals & Communities, (SBS)

Credit: 3 hours.

335: Politics of the Developing World.

Goal: To enhance student's understanding of the politics of underdevelopment.

Content: The course is thematically organized to present an overview of the field of the political economy of development. Under each theme appear several country cases, taken from all parts of the developing world. The themes include the concept of development, poverty and inequality, strategies of development, the role of foreign capital, trade and technology, economic stabilization, and democracy and development.

Taught: Fall. Alternate years.

Gen. Ed. Category: Synthesizing

Credit: 3 hours.

348: Terror and Terrorism in the Modern World.

Goal: Terror and terrorism have been prominent features of Western political culture since the French Revolution. For the most part, modern terrorism is of European origin, and the ideas, goals, and methods of European terrorists have inspired terrorists in non-Western nations.

Content: This course familiarizes students with the ideology, motivation, and methods of numerous terrorist groups of the last two centuries in order to provide a basis for an understanding of contemporary terrorist organizations. Generally, the course will stress the motivation and goals of terrorist organizations and governments that use terror to achieve their policy goals. Specifically, we will address anarchy and revolutionary terrorism in nineteenth century Europe, European domestic terrorism in the 1960s and 1970s, twentieth century liberation and separatist movements, and Middle Eastern terrorism.

Taught: Summer. Alternate Years.

Prerequisite: None.

Gen. Ed. Category: Synthesizing

Credit: 3 hours; cross-listed as HIS 348.

Political Science (POL) Other Course Descriptions**245: Model United Nations.**

Goal: To inform students of the history and operation of the UN and to prepare them for participation in Model UN conferences through the development of oral speaking, critical analysis, and writing skills. It serves as a preparatory course for students interested in participating in Model UN conferences.

Content: The course will examine to the origins, structure, and functioning of the United Nations. Students will also be taught public speaking and debating skills, and will gain important cooperation, negotiation, critical analysis, and writing skills through the writing of resolutions on key issues facing the international community. Students will also be required to participate in simulations of UN sessions.

Taught: Fall

Prerequisite: Permission of the instructor

Credit: 1 hour; Credit/No Credit grade option only; course is mandatory for students who wish to participate in Model UN conferences, although that requirement may be waived by permission of the instructor.

300: Foundations of Political Thought.

Goal: To introduce students to political theory's treatment of central political and moral issues, such as human nature, power, community, equality, liberty, and democracy.

Content: Students will read and analyze the contributions of political thinkers including Aristotle, Plato, Machiavelli, Hobbes, Locke, Mill, Rousseau, and Marx. The course will close with an analysis of treatment of some of these

issues by contemporary political thinkers.

Taught: Fall.

Credit: 3 hours.

319: International Law.

Goal: To provide students with an understanding of the role of international law in the relation between states and other actors in the international system.

Content: The course addresses the history and sources of international law; rights and duties of states; the impact of international law on domestic law; the use of force; human rights; and the new International Course of Justice. It gives special emphasis to international law and its relationship to the behavior of states in the post 9/11 era.

Taught: Spring. Alternate years.

Credit: 3 hours.

320: American Constitutional Development.

Goal: To explore the principles and processes that have shaped America's development as a constitutional democracy; to develop the ability to critically analyze important constitutional questions.

Content: Examines the framing of the Constitution, judicial review, and changing approaches to constitutional interpretation; separation of powers and federalism; civil liberties and civil rights, including First Amendment rights, equal protection, privacy, and criminal due process.

Taught: Fall. Alternate years.

Credit: 3 hours.

324: Southern Politics.

Goal: To enhance students' understanding of the unique institutions and political culture of the South and its development in relation to the national political system.

Content: The course focuses particularly on party and factional politics in the South, with an eye to understanding the development and impact of one-party dominance after Reconstruction, the civil rights movement and the rise of the modern Republican Party.

Taught: Spring. Alternate years.

Credit: 3 hours.

326: European Politics.

Goal: To enhance students' ability to analyze and understand contemporary European politics.

Content: The course focuses on contemporary political developments in Europe, both on the level of individual states and of the region as a whole. Topics of particular attention include the development of political institutions and modes of interest representation; the crisis of the welfare state; issues of immigration, nationalism, and identity; and the politics of regional integration in the form of the European Union.

Taught: Spring. Alternate years.

Credit: 3 hours.

328: United States Foreign Policy.

Goal: To enhance students' understanding of the institutions, interests, and events that shape the relations of the United States with the rest of the world.

Content: The course examines the institutions and ideas that shape United States foreign policy. Particular attention is paid to the period since 1945. Case studies are used to examine the diplomatic, military, and covert policies the United States has used to pursue its national interests internationally.

Taught: Fall. Alternate years.

Credit: 3 hours.

330: State and Local Politics and Policy.

Goal: The course introduces the student to the institutions, processes, and policy-making of state and local government, providing the background for understanding the role of subnational governments in the political life of the United States.

Content: The course focuses on several trends in state and local governance, including the transfer of responsibility for public programs from the federal government to states and localities, and addresses major issues and problems associated with governance, administration, and implementation of policy.

Taught: Spring. Alternate years.

Credit: 3 hours.

332: Research Methods in Political Science.

Goal: To introduce students to the scope and methods of political science. Required of all political science, history/political science, and international relations majors and political science minors; to be taken in the junior year.

Content: The course examines the different theoretical and methodological approaches of political science. Students are introduced to methods and tools of both qualitative and quantitative analysis. Over the course of the semester, students complete a major research project.

Taught: Spring.

Credit: 3 hours.

342: International Organizations.

Goal: To familiarize students with the development and role of international organizations in the international system.

Content: The course explores the role of international organization in controlling and shaping the behavior of nation-states and other actors in the international system. Students explore the history and development of international organizations, such as the League of Nations, the United Nations, and the World Trade Organization. The course also looks at the roles of non-governmental organizations (NGOs) and institutions of regional integration, such as the EU.

Taught: Spring. Alternate years.

Credit: 3 hours.

347: Modern Middle East.

Goals: This course will give students a basic understanding of the Middle East and its history and political systems.

Content: The course begins by examining emergence and spread of Islam and then turns to the era of Ottoman domination. The bulk of the course focuses on the era of European imperialism in the Middle East and its legacy. Through scholarly studies, literature, and films students will examine the structural factors that transformed the Middle East during the late-nineteenth and twentieth centuries, including culture, modernization, industrialization, nationalism, war and evolution, racism, gender, and religion.

Taught: Summer. Alternate Years.

Prerequisite: None.

Credit: 3 hours; cross-listed as HIS 347.

351: Nuclear Weapons.

Goal: To familiarize students with the development and role of nuclear weapons in the international system.

Content: This course examines the impact of nuclear weapons on politics, society and culture, focusing, although not exclusively on the American experience. Topics covered include the Manhattan Project, the atomic bombing of Japan, the impact of nuclear weapons on the Cold War, and future prospects for proliferation and terrorism.

Taught: Fall. Alternate years.

Credit: 3 hours.

356: Activism and Political Organizations.

Goal: To have students understand the role of political parties and interest groups in the American political process.

Content: This course examines organizations in the United States that seek to influence public policy outcomes, with a particular focus on parties and interest groups. Students will study the development of these institutions and the tools available to political organizations and grassroots citizens to obtain the policy outcomes they desire.

Taught: Spring. Alternate years.

Credit: 3 hours.

396, 397: Special Topics in Political Science.

Goal: To engage in an in-depth examination of a special topic in political science.

Content: Topics vary; examples include media and politics, political theory, and problems in development.

Students may take no more than two such courses.

Taught: Offered occasionally.

Credit: 3; 3 hours.

451: Directed Independent Study.

Goal: To provide opportunities for students to investigate special topics of interest.

Content: Topics are agreed upon through consultation between the student and the instructor and should receive the approval of the program director.

Taught: Offered occasionally.

Credit: 1-6 hours.

452/199: Field Study.

Goal: To give students an opportunity to gain actual experience in government service.

Content: Varies with work assignment. While field study hours will count toward the maximum 48 hours permitted in the major discipline, they may not be applied toward the minimum 37 hours required in the major.

Taught: By permission of the program director.

Credit: 1-12 hours.

480: Senior Research Seminar.

Goal: To provide a capstone experience for majors in which students complete a significant research project in which they make connections among the various parts of their course of study and employ sound methodology.

Content: Each student will select and carry out a significant research project on a topic chosen in conjunction with the instructor. Students will present their research at a formal defense at the end of the semester. Students will also explore career options in the major.

Taught: Fall.

Prerequisite: POL 332 or HIS 399 permission of instructor.

Credit: 3 hours.

499: Honors Thesis. (Fee required)

Psychology

Psychology is the science of behavior and mental processes. Psychology focuses both on explaining, predicting, and controlling behavior, and also on understanding inner experience and consciousness, including emotion, thoughts, memories, self-awareness, and perceptions. In addition, psychology considers the impact of social and cultural context on behavior and experience. Psychology has its origins in multiple disciplines such as philosophy and biology and in many countries, including Germany, England, and Austria. It has flourished in the United States, and both professional and research organizations have had dramatic increases in membership. The psychology program at Wesleyan emphasizes intensive training in psychological research that will prepare students for graduate study.

Major Program. A major in psychology provides a student with a foundation for graduate and/or professional study. There are numerous fields and specialties available in this discipline, including physiological, cognitive, developmental, social, personality, clinical, counseling, community, health, industrial/organizational, experimental, consumer, evolutionary, school, and forensic psychology. Interdisciplinary specialties such as psycholinguistics are also options. Some of these require more than a four-year degree, and some require graduate work at the doctoral level. But a major in psychology also enables one to enter the world of work without advanced study.

Major Requirements: Psychology

The curricular model on which the psychology major is organized is described as a "generalist" model which places psychology squarely in the liberal arts tradition. This model includes an introductory course, methods courses in statistics and research, content courses in several areas of psychology, and integrative or capstone courses. As the introductory course, general psychology is a survey of the field with emphasis on research findings and methods of research. The methods courses (statistical methods, preparing to conduct research, and research methods) enable students to read, evaluate, and conduct psychological research. Content courses include the knowledge base of the discipline. According to the generalist model used, students are required to take at least two psychology courses with a brain and cognition orientation, one course with a clinical/counseling orientation, and at least two psychology courses with an interpersonal orientation. These content courses and elective courses, as outlined below, enable students to sample several areas in building a sound, broad knowledge base.

Capstone work in the major is provided through a required course in psychological history and systems with a strong writing component. A required senior seminar with emphasis on producing or applying empirical findings, speaking, and writing fulfills the integrative experience requirement by linking the student's work in her major with her general education and by integrating other disciplinary approaches to the study of psychology. Also offered are integrative courses in internships or field studies and in independent studies.

The broad goals of the psychology major aim to provide a well-rounded education in psychology and to prepare students for advanced study or for employment in professional entry-level positions.

More specifically, the student learning outcomes of the psychology major are as follows:

- I. to develop a scientific approach to understanding human behavior;
- II. to develop a knowledge base (includes significant development in breadth and depth of knowledge in psychology; significant facts, theories, and issues are explored to help students develop a conceptual framework rather than isolated bits of knowledge);
- III. to develop thinking skills (skills in critical thinking and reasoning required for optimum learning);

- IV. to develop communication skills (written and oral skills appropriate to the language of the discipline);
- V. to develop methodological competencies (a sophistication in statistics and research design);
- VI. to develop interpersonal skills (interpersonal awareness, sensitivity, and expanded self-knowledge); and
- VII. to develop ethics and values (a recognition, understanding, and appreciation of human diversity; an understanding and sensitivity to ethical issues and issues of gender, race, ethnicity, and class as promoted in psychological theory, research, and practice).

Required for a major in psychology are forty-one to forty-two semester hours.

I. Core Requirements (19 hours)

PSY 101 General Psychology	3 hours
MAT 220 Statistical Methods*	3 hours
PSY 230 Reading, Writing, and Review: Preparing to Conduct Research in Psychology*	3 hours
PSY 305 Research Methods in the Behavioral Sciences*	3 hours
PSY 306 Systems of Psychology	3 hours
PSY 441 Senior Seminar: Research*	3 hours
or PSY 442 Senior Seminar: Applied*	
PSY 447 Senior Seminar Lab*	1 hour

* Courses denoted with an asterisk should be taken sequentially. See course descriptions in Catalogue. MAT 220 and PSY 230 may be taken concurrently.

II. Content Requirements (Brain and Cognition) Select two. (7-8 hours)

PSY 207 Principles of Neuroscience	4 hours
PSY 310 Cognitive Psychology	3 hours
PSY 314 Learning and Memory	4 hours

III. Content Requirements (Clinical/Counseling) Select one. (3 hours)

PSY 304 Psychology of Personality	3 hours
PSY 340 Testing and Therapy	3 hours
PSY 325 Abnormal Psychology	3 hours

IV. Content Requirements (Interpersonal): (6 hours)

PSY 203 Social Psychology	3 hours
PSY 331 Child Psychology	3 hours

V. Electives. Select two. (6 hours)

PSY 201 Sexual Decisions	3 hours
PSY 260 Drugs and Behavior	3 hours
PSY 301 Psychology of Women	3 hours
PSY 330 Forensic Psychology	3 hours
PSY 332 Psychology of Adolescence and Early Adulthood	3 hours
PSY 396, 397 Special Topics in Psychology	3, 3 hours
PSY 451 Directed Independent Study	
PSY 452 Field Study	

(or other brain and cognition or clinical/counseling content courses not selected in Sections II and III.)

A suggested course schedule is as follows:

Fall Spring

FIRST YEAR

WIS 101 or ENG 101 WIS 102

MAT 130 or equivalent MAT 220

PSY 101 or General Education Elective/General Education

Laboratory Science/General Education Elective/General Education

Foreign Language Requirement Foreign Language Requirement

SECOND YEAR

PSY 230 Elective/General Education

Elective/General Education PSY 201 or PSY 199

PSY 203 Elective/General Education

PSY 207 Elective/General Education

Elective/General Education Elective/General Education

THIRD YEAR

PSY 340 or PSY 310 PSY 305

PSY 452 or Elective PSY 314

PSY 304 or Elective/General Education PSY 331 or PSY 325

Elective/General Education PSY Elective or PSY 396, 397

Elective/General Education Elective/General Education

FOURTH YEAR

PSY 441 or PSY 442, PSY 447, PSY 452 or elective

PSY 306 PSY 451 or Elective

Elective/General Education Elective/General Education

Elective/General Education Elective/General Education

Elective/General Education Elective/General Education

Integrative Experience. The Integrative Experience requirement is met through either PSY 441: Senior Seminar: Research or PSY 442 Senior Seminar: Applied. In these courses, psychology majors are encouraged to make connections between a specific content/research area within psychology and a focused content/research area in an academic discipline outside of psychology. This seminar allows students to broaden this focus and apply knowledge gained in psychology to other, relevant areas of study within the liberal arts.

Pre-Professional Development. Psychology majors gain pre-professional experience through internships and field experiences, PSY 441 and/or PSY 442.

Minor Requirements: Psychology. A minor in psychology requires 21-22 hours in psychology. Required are PSY 101, 203, 207, 310, 331, 325, and one additional psychology course (3-4 hours) at or above the 200 level.

Minor in Neuroscience. The neuroscience minor allows students to explore the nervous system and its contributions to human and animal behavior. Students enrolled in this minor are encouraged to attain a solid

understanding of the underlying concepts; to develop skills in experimental design and data analysis; to approach problems and tasks logically, creatively, and critically; to become knowledgeable of theory used in the current literature; and to become proficient in using methodology commonly employed in research in neuroscience. This minor takes an interdisciplinary approach to neuroscience and integrates information from both biology and psychology. The neuroscience minor coupled with a major in biology or psychology provides an excellent background to pursue varied career opportunities.

Postgraduate Opportunities. Approximately 47 percent of psychology graduates with a bachelor's degree enter the job market directly. Another 31 percent enroll in psychology-related graduate programs (12 percent at the doctoral level and 19 percent at the master's level); about 7 percent enroll in law or medicine. Approximately 14 percent go in directions such as social work. Educational institutions employ about 40 percent of all psychologists, while hospitals, clinics, or rehabilitation centers employ another 25 percent. And, about 20 percent of psychologists are employed in government agencies.

Resources for Non-Majors. The department has many resources for the non-major. The introductory course (PSY 101) provides a broad overview to the discipline and would be useful to all other majors on campus. In addition, it fulfills one of the social science divisional requirements for general education. The Psychology of Women (PSY 301) fulfills the synthesizing requirement for general education. Many students in other disciplines, especially in business, education, and communications, find that Statistical Methods (PSY 220) is an invaluable tool. Nursing students and other non-majors would find Human Growth and Development throughout the Lifespan (PSY 240) useful and interesting. Some of our courses also appeal to non-majors in terms of practical applications; examples include testing and therapy, abnormal psychology, and research methods.

Psychology (PSY) Gen. Ed. Course Descriptions

101: General Psychology.

Goal: Understanding self and others, predicting behavior, and understanding and control of behavior. To be able to apply methods of research and application of psychological principles to everyday life.

Content: Research methods; child, adolescent, and adult psychology; psychological testing; personality, and abnormal psychology; psychotherapy; social psychology; applied psychology; history of psychology; and physiological processes, principles of learning and memory, human perception, and cognition.

Taught: Fall, Spring.

Gen. Ed. Category: Exploring; Individuals & Communities, (SBS)

Credit: 3 hours.

220: Statistical Methods.

Goal: To introduce students to the logic of designing an experiment and interpreting the quantitative data derived from it.

Content: Study of binomial and normal distributions, measures of central tendency, and tests of hypotheses.

Taught: Fall, Spring.

Prerequisite(s): MAT 130, 140, 192 or equivalent placement.

Gen. Ed. Category: Developing; Quantitative Reasoning Competency, (SBS)

Credit: 3 hours; cross-listed as MAT 220.

301: Psychology of Women.

Goal: To further students' understanding of psychological knowledge as it applies to women and gender issues.

Content: Exploration of the manner in which psychology provides a unique perspective on the study of women with emphasis on research methodologies, empirical findings, theory, and current and historical controversies.

Taught: Spring.

Prerequisites: PSY 101 or WST 200.

Gen. Ed. Category: Synthesizing.

Credit: 3 hours; cross-listed as WST 301.

Psychology (PSY) Other Course Descriptions**201: Sexual Decisions.**

Goal: To explore biological, psychological, interpersonal and sociocultural aspects of human sexuality.

Content: Issues surrounding multiple and often contradictory elements that shape sexual attitudes and behaviors.

Taught: Spring.

Credit: 3 hours; cross-listed as WST 201.

203: Social Psychology.

Goal: To provide students with a scientific understanding of human social behavior in its various forms.

Content: Social perception, attitude formation and change, interpersonal attraction, aggression, group processes, health, gender and other topics through examining contemporary social psychological theories and research.

Taught: Fall.

Prerequisite: PSY 101.

Credit: 3 hours.

207: Principles of Neuroscience.

Goal: To provide the student with an understanding of physiological processes that mediate psychological functioning.

Content: The biological bases of sensation, perception, learning, memory, cognition, motivation, emotion, and consciousness; overview of recent and significant developments in this area.

Taught: Fall.

Prerequisite: PSY 101.

Credit: 4 hours; cross-listed as NSC 207.

230: Reading, Writing, & Review: Preparing to Conduct Research in Psychology.

Goal: To encourage students to acquire knowledge of an issue within psychology and critically analyze this topic using appropriate research methodology.

Content: Provides students an opportunity for focused research in their area of interest. The class will function as a research group, providing each student with a place for discussion and critical review of her topic.

Taught: Fall.

Credit: 3 hours

240: Human Growth and Development Through the Lifespan.

Goal: To develop knowledge about the processes of growth and development throughout the entire lifespan.

Content: Theories of development, prenatal development, physical, cognitive, language, emotional, and social development in infancy, childhood, adolescence, young adulthood, middle adulthood, and late adulthood.

Taught: Spring.

Prerequisites: None.

Credit: 3 hours.

260: Drugs and Behavior.

Goal: To examine the major classes of drugs which affect behavior, including drugs of abuse and drugs used in the treatment of mental disorders.

Content: The pharmacology of drugs of abuse and drugs used in treating mental disorders is explored. Exploration of historical background of drugs as well as social context.

Taught: Spring.

Prerequisites: None.

Credit: 3 hours; cross-listed as NSC 260.

304: Psychology of Personality.

Goal: To promote synthesized understanding of the person through an integration of theory and research.

Content: Exploration of environmental and inherited factors which produce a particular personality structure; includes psychoanalytic, humanistic, existential, trait, behavioral, social learning, and cognitive theories.

Taught: Fall.

Prerequisite: PSY 101.

Credit: 3 hours.

305: Research Methods in the Behavioral Sciences.

Goal: To provide the student with a thorough review of the application of the scientific method to the study of human behavior. To become familiar with the philosophical roots of social science research, the nature of research materials and methods in the behavioral sciences, and the issues involved in their collection and interpretation. To evaluate critically research results and to be able to apply research methods appropriate to the level of measurement, theoretical issue, and sources of data involved in projects and assignments.

Content: An introduction to the application of the scientific method in the study of human behavior, focus on the philosophy of science and measurement, experimental and quasi-experimental designs for research, survey construction, and analysis, and the interpretation and critical evaluation of research results.

Taught: Spring.

Prerequisites: PSY 101, MAT 220, and PSY 230.

Credit: 3 hours.

306: Systems of Psychology.

Goal: To acquaint the student with contemporary points of view in psychology through a survey of modern psychological schools, their historical development, special problems, and contributions to the field.

Content: Historical development and current position of structuralism functionalism, behaviorism, Gestalt psychology, psychoanalysis, humanistic psychology, and cognitive psychology. Classical readings.

Taught: Fall.

Prerequisites: PSY 101, junior or senior standing.

Credit: 3 hours.

310: Cognitive Psychology.

Goal: To foster an understanding of the human mind and how it operates by discussing the major theories, concepts, and research in cognitive psychology.

Content: Detailed examination of how humans encode, perceive, remember, and use the information encountered in daily life. Topics examined include pattern recognition, mental imagery, attention, memory, language, problem solving, creativity, and artificial intelligence.

Taught: Fall. Alternate years.

Prerequisites: PSY 101.

Credit: 3 hours; cross-listed as NSC 310.

314: Learning and Memory.

Goal: To provide students with a clear and comprehensible integration of classic and contemporary achievements in the field of learning and memory.

Content: Principles of respondent and operant conditioning as well as memory and cognition in terms of possible mechanisms, current research, the theory.

Taught: Spring.

Prerequisites: PSY 101 and MAT 220; PSY 305 or BIO 203; or permission of program director.

Credit: 4 hours; cross-listed as NSC 314.

325: Abnormal Psychology.

Goal: To lead students to a fuller understanding of abnormal behavior and the ways that psychologists study and attempt to treat it.

Content: Issues and controversies in defining psychological abnormality; classification and description of abnormal behaviors including physical symptoms and stress reactions, anxiety, addictive disorders, sexual dysfunction, personality disorders, schizophrenia and mood disorders; and theory and research on etiology, treatments and prevention of pathology.

Taught: Spring.

Prerequisite: PSY 101 and PSY 207 or PSY 304.

Credit: 3 hours.

330: Forensic Psychology.

Goal: To understand the application of psychological principles to forensic psychology.

Content: Forensic Psychology involves the application of psychological knowledge or methods to a task faced by the legal system. Both the production and application of the knowledge and methods of psychology to the civil and criminal justice system are explored (e.g., eyewitness memory and testimony, criminal behavior, jury decision making, or competency evaluations).

Taught: Spring.

Prerequisite: PSY 101.

Credit: 3 hours.

331: Child Psychology.

Goal: To study behavior and development from conception to adolescence with emphasis on infancy and early childhood. To understand theory, research methods, and major findings of developmental psychology.

Content: Genetic influences, prenatal influences, physical development, language, cognitive development, and social-emotional development.

Taught: Spring. Alternate years.

Prerequisite: PSY 101.

Credit: 3 hours.

332: Psychology of Adolescence & Early Adulthood.

Goal: To understand the physical, cognitive, social, and personality development which characterizes adolescence and early adulthood. To understand theory, research methods, and major research findings related to adolescents and adults.

Content: Genetic influences, physical changes, social and cultural influences, intellectual development, school influences, peer influences, self-concept, special problems of adolescents, sexual development, and challenges in early adulthood and adult development.

Taught: Spring. Alternate years.

Prerequisite: PSY 101.

Credit: 3 hours.

340: Testing and Therapy.

Goal: To study the value, uses, and limitations of many types of tests including general and special abilities, interests, personality surveys, projectives, and aptitudes. To study the value, uses and limitations of many types of psychotherapies, including individual, family, and couples interventions.

Content: Study of testing ethics, reliability and validity determination, specific test uses and misuses, statistical analysis of test results, the therapeutic alliance, ethics in psychotherapy, models of intervention, and effectiveness of various therapeutic approaches.

Taught: Fall, alternate years.

Prerequisites: PSY 101.

Credit: 3 hours.

396, 397: Special Topics in Psychology.

Goal: To understand psychological topics not covered in-depth in other courses offered in the department.

Content: Topics vary. A student may take no more than two such special topics courses. Representative topics include counseling techniques, psychology of sports, applied psychology, forensic psychology, and psychology of health.

Taught: Offered occasionally.

Prerequisites: PSY 101 and permission of instructor.

Credit: 3; 3 hours.

441: Senior Seminar: Research.

Goal: To encourage the senior student to apply accumulated knowledge to critical analysis of a selected issue or problem in psychology. Seniors in psychology should have developed an interest in a given area and mastered the methodological skills central to the science of psychology. This senior seminar provides each student with the opportunity for focused research in her area of interest. As an integrative component within the psychology major, the seminar requires the student to connect her own research to other areas of the liberal arts.

Content: Students, either individually or in pairs, complete a research project and submit a written report of the literature, methods, results, and discussion of findings.

Taught: Fall.

Prerequisites: PSY 101, MAT 220, PSY 230, PSY 305 and senior standing.

Credit: 3 hours.

442: Senior Seminar: Applied.

Goal: To encourage the senior student to make connections between a specific content/research area within

psychology and a focused content/research area in an academic discipline outside of psychology. Seniors in psychology should already have focused research interests within psychology. This seminar allows students to broaden this focus and apply knowledge gained in psychology to other, relevant areas of study within the liberal arts. Inherently integrative, this course serves as an option for the integrative component within the psychology major.

Content: Students complete an interdisciplinary independent research project in which they design a detailed program that addresses a pressing social problem, such as teenage pregnancy, school violence, or homelessness.

Taught: Fall.

Prerequisites: PSY 101, MAT 220, PSY 230, PSY 305 and senior standing.

Credit: 3 hours.

447: Senior Seminar Lab.

Goal: To consolidate the senior student's knowledge of the field of psychology.

Content: Students will review all the major areas of psychology.

Taught: Spring.

Prerequisites: PSY 101, MAT 220, PSY 230, PSY 305, PSY 441 or 442, senior standing.

Credit: 1 hour.

451: Directed Independent Study.

Goal: To provide opportunities to engage in faculty-supervised or student-controlled research projects. To study a topic in-depth not ordinarily offered by the department.

Content: Topics vary; examples: AIDS research project; abortion attitudes; projective techniques; analysis of childhood fairy tales.

Taught: Fall, Spring.

Prerequisites: Major or senior standing, and consent of instructor.

Credit: 3 hours.

452: Field Study.

Goal: To gain experience in application of psychological findings to community settings including psychiatric hospitals, social service agencies, and crisis lines, etc.

Content: Varies with instructor.

Taught: Fall, Spring.

Prerequisites: Appropriate background and permission of intern supervisor.

Credit: 1-12 hours.

499: Honors Thesis. (Fee required)

Religious Studies

Religious Studies is the critical inquiry into cultural expressions - such as myth, ritual, symbols, and sacred texts - that address fundamental human concerns. The student of religion develops a broad methodological base from areas such as history, sociology, and literature to address comprehensively and cross-culturally such issues as the origins of religious communities, their similar and divergent practices and beliefs, and their literature.

Major Program. The Religious Studies major is designed to introduce students to the study of religious beliefs, practices, and institutions. Its predominant focus is on Christianity but includes the study of other faiths. A major in which the liberal arts come together, Religious Studies uses a variety of methodological approaches (including philosophy, sociology, theology, and anthropology) to understand critically what religious people believe and do.

Major Requirements: Religious Studies. The Religious Studies major consists of 30 hours, at least 27 of which must be in REL classes, distributed as follows:

<i>I. Required Courses</i>	<i>(6 hours)</i>
REL 100 Theories and Methods in Religious Studies	3 hours
REL 396 Special Topics in Religion (senior capstone course)	3 hours
<i>II. Any three from the following list</i>	<i>(9 hours)</i>
REL 120 Introduction to Christianity	3 hours
REL 251 Religions of India and China	3 hours
REL 253 Islam	3 hours
REL 290 Readings in Religious Studies	3 hours
<i>III. Any five from the following list</i>	<i>(15 hours)</i>
REL 301 Hebrew Bible/Old Testament	3 hours
REL 302 New Testament and Early Christian Literature	3 hours
REL 310 Religion and Society	3 hours
REL 314 Medieval Thought	3 hours
REL 340 Modern Religious Thought	3 hours
REL 371 Philosophy of Religion	3 hours
REL 397 Special Topics in Religion	3 hours
REL 451 Directed Independent Study	1-6 hours

The student learning outcomes for the major in Religious Studies are for the student to:

- I. think critically about and understand some of the basic teachings and practices of various religious traditions,
- II. consult scholarship and conduct research in religious studies,
- III. engage in constructive dialogue between different religious traditions,
- IV. form, present, and defend an argument regarding particular issues, questions, and problems in religious studies.

Integrative Experience. The integrative experience is a constitutive part of the religious studies program. Religious Studies majors are challenged with opportunities for integration at multiple times during each course. In REL 120, 251, and 396, students are expected to address issues of integration as they conduct field research at various

places of worship, discuss the ways ethics are formed and embodied in religious communities, and craft a final research paper that addresses an important question and synthesizes their discoveries.

Pre-Professional Development. Religious Studies majors are expected to complete an internship. The internship may be completed in a religious community or organization, but students may also fulfill the internship requirement in other departments within the College.

Minor Requirements: Religious Studies. A minor in Religious Studies consists of 18 semester hours as follows:

<i>I. Required</i>	<i>(6 hours)</i>
REL 100 Theories and Methods in Religious Studies	3 hours
REL 396 Special Topics in Religion (senior capstone course)	3 hours
<i>II. Any one from the following list</i>	<i>(3 hours)</i>
REL 120 Introduction to Christianity	3 hours
REL 251 Religions of India and China	3 hours
REL 253 Islam	3 hours
REL 290 Readings in Religious Studies	3 hours
<i>III. Any three from the following list</i>	<i>(9 hours)</i>
REL 301 Hebrew Bible/Old Testament	3 hours
REL 302 New Testament and Early Christian Literature	3 hours
REL 310 Religion and Society	3 hours
REL 314 Medieval Thought	3 hours
REL 340 Modern Religious Thought	3 hours
REL 371 Philosophy of Religion	3 hours
REL 397 Special Topics in Religion	3 hours
REL 451 Directed Independent Study	3 hours

Resources for Non-Majors. Religion courses are open to all students and are excellent resources for learning about other cultures. Also, for students in the humanities and social sciences, the study of religion represents an excellent opportunity to practice the various methodologies used in other areas of study.

Postgraduate Opportunities. The study of religion prepares a student for graduate programs in religion, for professional programs in religion or religious education, or for any profession in which creative and critical thinking is a requirement.

Pre-Seminary Program. Wesleyan College offers no pre-seminary major as such. Students interested in pursuing graduate studies in a theological seminary, with either some form of professional ministry or higher graduate work in view, should consider the recommendation of the Association of Theological Schools and take a broad range of courses in literature, history, natural sciences, social sciences, fine arts and music, languages, and religion (Christian and non-Christian).

Pre-seminary students frequently choose to major in fields such as English, history, religion, and philosophy, but any liberal arts subject is appropriate including the sciences and mathematics and the fine arts.

The Religious Studies program provides courses in Old Testament and New Testament, along with courses on non-Western religions, religion and society, and a range of special topics on various other religious themes. The Philosophy program has courses that supplement these offerings, including Self and Social Responsibility, Ethics, and Nineteenth and Twentieth Century Philosophy. Pre-seminary students not majoring in either of these programs should consider electing at least some religion and philosophy courses in consultation with faculty members.

In addition to enrolling in some of the above courses, pre-seminary students should consult with the pre-seminary program advisor. Pre-seminary students are also encouraged to participate in periodic information sessions on graduate programs, round-table discussions with local ministers, and internship, all of which help students discern their vocations and prepare for post graduate study.

Religious Studies (REL) Gen. Ed. Course Descriptions

100: Theories and Methods of Religious Studies.

Goal: To introduce students to methodologies for the critical study of religion, and to study those characteristics of religion and the religious experience that seem to pervade a variety of religious traditions. To develop a working definition of religion as well as an appreciation of the cross-cultural dimension of the religious experience and the role this experience plays in self-development.

Content: Introductory texts in religious studies; primary sources from particular religious traditions.

Taught: Annually.

Gen. Ed. Category: Exploring; Individuals & Communities (HUM)

Credit: 3 hours.

120: Introduction to Christianity.

Goal: To introduce students to the teachings and practices of the various forms of Christianity. The class surveys the sweep of Christian history from its Biblical foundations to the present, including the shift from the western world to the southern hemisphere and contemporary movements such as ecumenism, evangelicalism, and charismatic/pentecostalism.

Content: Primary religious texts and scholarly works on the history, culture, and teachings of Christianity.

Taught: Annually.

Gen Ed. Category: Exploring; Individuals & Communities (HUM)

Credit: 3 hours.

251: Religions of India and China.

Goal: To introduce students to the teachings and practices of the major religious traditions originating in India and China, including Vedic and classical Hinduism, Buddhism, Taoism, and Confucianism.

Content: Primary religious texts and scholarly works on the history, culture, and teachings of Indian and Chinese religions.

Taught: Alternate years.

Gen Ed. Category: Expanding; Diverse & Interdependent World, (HUM)

Credit: 3 hours.

253: Islam.

Goal: To introduce students to the teachings, history, and contemporary varieties of Islam.

Content: Primary texts (including the Qur'an, Hadith and Sufi writings) and scholarly works on the history and

cultures of Islam.

Taught: Alternate years.

Gen. Ed. Category: Expanding; Diverse & Interdependent World, (HUM)

Credit: 3 hours.

290: Readings in Religious Studies.

Goal: To introduce students to the sorts of questions and issues discussed in religious texts and the ways that scholars of religion discuss these questions and issues. To help students develop their own skills in the reading and analysis of texts in religious studies.

Content: The class is configured to focus either on a particular issue, movement, time period, or thinker within religious studies. Representative topics might include Faith and Doubt in Modernity, C.S. Lewis and Friends, Fundamentalisms in World Religions, Feminist Theology, Religious Issues in Modern Literature, Literary Analysis of the Bible, Religion and the Scientific Worldview, and New Religions in America. The class can be understood as an introductory-level special themes course.

Taught: Alternate years.

Gen Ed. Category: Exploring; Individuals & Communities, (HUM)

Credit: 3 hours.

Religious Studies (REL) Other Course Descriptions

301: Hebrew Bible/Old Testament.

Goal: To introduce students to the Hebrew Bible and subsequent literature from a variety of scholarly approaches.

Content: Primary texts from the Bible, Second Temple literature, and midrash, and scholarly works on historical-critical, literary, and feminist approaches to the Hebrew Bible.

Taught: Alternate years.

Credit: 3 hours.

302: New Testament and Early Christian Literature.

Goal: To introduce students to the New Testament and Early Christian literature, culture, and history.

Content: Primary texts from the Bible and early Church writings, books on early Christian culture and social history, including the role and experience of women in the Church.

Taught: Alternate years.

Prerequisite: One course in REL or permission of instructor.

Credit: 3 hours.

310: Religion and Society.

Goal: To introduce students to sociological methods as they are applied in the study of religion and to the understandings of religion which are gained by these methods.

Content: Writings in the sociology of religion, including not only a survey text which provides a general overview of the field, but also monographs and/or essays which develop particular sociological perspectives in more detail.

Taught: Alternate years.

Prerequisite: One course in REL or permission of instructor.

Credit: 3 hours.

314: Medieval Thought.

Goal: To engage participants in the critical reading and assessment of significant Western thought from Augustine

to William of Ockham with attention to the broader cultural context in which they developed.

Content: Accounts of the nature of reality, knowledge, the self, and appropriate human actions, beliefs, and institutions from the medieval and early modern period.

Taught: Alternate years.

Prerequisite: One course in PHI or REL or permission of instructor.

Credit: 3 hours; cross-listed as PHI 314

340: Modern Religious Thought.

Goal: To introduce students to transformation of religious thought in the modern era, from the Reformation period to the present, including such issues as religious responses to developments in modern philosophy, science, and politics.

Content: Primary texts on the history and thought of Christianity; secondary texts when necessary.

Taught: Alternate years.

Prerequisite(s): One course in PHI or REL or permission of instructor.

Credit: 3 hours

371: Philosophy of Religion.

Goal: To introduce students to the philosophical issues implied by the nature of religious language, institutions, and symbols.

Content: Philosophical analyses of religious institutions and symbols. Possible topics include the variety of theistic and non-theistic religious positions, the problem of evil, and the relationship between reason and faith.

Taught: Alternate years.

Prerequisite: One course in PHI or REL or permission of instructor.

Credit: 3 hours; cross-listed as PHI 371

396, 397: Special Topics in Religion.

Goal: To introduce students to the in-depth study of a special area of religion.

Content: Primary and secondary texts appropriate to the topic. Examples of special topics include a focus on a particular religious thinker or religious thought or broader topics like psychology and religion or apocalyptic literature.

Taught: Alternate years.

Prerequisite: Any 300-level REL course or permission of instructor.

Credit: 3 hours.

451: Directed Independent Study.

Goal: To encourage students to develop skills for independent and creative research into selected problems in religious studies.

Content: To be selected in consultation between student and instructor.

Taught: Fall, Spring.

Prerequisite: Permission of instructor and program director.

Credit: 1-6 hours.

452/199: Field Study.

Goal: To introduce students to on-site experience of specific vocations in religion.

Content: Actual work experience.

Taught: Fall, Spring.

Prerequisite: Permission of instructor and program director.

Credit: 1-12 hours.

499: Honors Thesis. (Fee required)

Spanish

The Spanish program at Wesleyan prepares students with a firm foundation of skills and knowledge to take advantage of opportunities for Spanish-speaking employees and volunteers in the United States. Such opportunities expand each year with the ever-increasing Hispanic population and the opening of more free trade zones within the Americas. A major or minor in Spanish complements study in areas such as business, education, international relations, law, pre-seminary, human services, and pre-med.

Major Program. All Spanish majors are encouraged to participate in a year-or a semester-abroad program either in Spain or in Latin America, or an intensive summer course in a Spanish-speaking country. Courses taken abroad may be substituted for some of the required courses, on the recommendation of the Spanish faculty and with the approval of the program director and the Registrar.

The Modern Foreign Language faculty encourages students to double major or minor in fields such as the fine arts, business, communication, education, English, journalism, history, history/political science, human services, international relations, math/science, and psychology. Faculty advisors provide counsel on graduation requirements, overseas programs, jobs, and graduate study. Students are encouraged to declare their major by the beginning of their sophomore year. In addition to the courses listed below, the major includes an integrative experience and a pre-professional development experience.

The student learning outcomes for the Spanish major are:

- I. speak confidently at an intermediate high to advanced low level (ACTFL scale) in Spanish, with a mindfulness of register, context, and cultural norms.
- II. communicate in a variety of written forms in Spanish at an intermediate high to advanced low level (ACTFL scale), including research writing, creative writing, and interpersonal communication.
- III. understand Hispanic peoples and cultures through readings and research in primary and secondary sources, comparison with other cultures, and the impact of historical events on current events.
- IV. demonstrate an understanding of the foundations of literature in Spanish and its reflection of historical contexts and societal norms and shifts, as well as proper literary citation in MLA style.
- V. develop additional depth and breadth of knowledge in literature, culture, or language for special purposes.

Major Requirements: Bachelor of Arts in Spanish. The Spanish major contains a total of 34 semester hours beyond SPA 101, 102:

The requirements for the Spanish major and the goal that each fulfills are as follows:

I. *SPA 211 Intermediate Spanish I	3 hours
SPA 212 Intermediate Spanish II	3 hours
SPA 250 Spanish Phonetics	3 hours
SPA 307 Advanced Spanish Conversation	3 hours
II. SPA 318 Advanced Composition	3 hours
SPA 475 Portfolio Presentation	1 hour
III. SPA 305 Spanish Culture and Civilization	3 hours

SPA 306 Latin American Culture and Civilization	3 hours
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IV. SPA 352 Early Spanish Peninsular Literature	3 hours
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Or SPA 354 Spanish Literature: 19th Century to the Present

SPA 358 Survey of Latin American Literature	3 hours
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V. Choose 2 courses (6 hours) from the following (Students may not take both SPA 220 and SPA 320 to fulfill this requirement):

SPA 220 Intermediate Medical Spanish	3 hours
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SPA 320 Advanced Medical Spanish	3 hours
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SPA 327 Business Spanish	3 hours
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SPA 396, 397 Special Topics in Spanish	3 hours
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SPA 451 Directed Independent Study	3 hours
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Or an additional literature course not taken to fulfill the requirements of section IV.

Integrative Experience. Spanish majors will be required to submit a substantial senior portfolio and give an oral presentation of their research in order to satisfy their integrative experience requirement. A student must choose an integrative experience advisor from the Modern Foreign Language faculty and begin developing her portfolio as soon as she has declared her major. The student is expected to have regularly scheduled meetings with her advisor and submit ongoing evidence of the progress she is making toward completing her portfolio project. Following the guidelines set up by the Modern Foreign Languages Department, the student will engage in portfolio building activities in all her upper-level Spanish courses. Formal presentation of the portfolio, however, will occur in SPA 475. The senior portfolio will be interdisciplinary in nature. In addition to reflecting on the courses that she has taken in her major, the student will also be asked to show the connections between these courses and the courses outside the Spanish major.

Pre-professional Development. Students who major in Spanish are encouraged to participate in a workplace experience by means of one of the following: an internship taken as the SPA 452 Field Study Course; a summer employment experience; volunteer work or any other comparable work experience deemed acceptable to the Modern Foreign Languages Department. A journal description of the workplace experience will be included in the portfolio presented for the Integrative Experience.

Minor Requirements: Spanish. A minor in Spanish consists of a minimum of 18 hours distributed as follows:

*SPA 211 Intermediate Spanish I	3 hours
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SPA 212 Intermediate Spanish II	3 hours
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SPA 250 Spanish Phonetics	3 hours
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or SPA 307 Advanced Spanish Conversation

SPA 318 Advanced Composition	3 hours
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SPA 305 Spanish Culture and Civilization	3 hours
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or SPA 306 Latin American Culture and Civilization

or SPA 327 Business Spanish

or SPA 220/320 Intermediate/Advanced Medical Spanish

One additional literature course in Spanish at or above the 300 level	3 hours
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*Students who place beyond SPA 211 must take sufficient upper-level SPA courses to earn 34 hours for the major and 18 hours for the minor. Students who place above proficiency level may earn credit for foreign language courses at or above the intermediate level by passing the appropriate department challenge examination(s).

Resources for Non-Majors. Spanish courses are open to all students based on the level of placement. Students are encouraged to take subsequent courses as they meet the prerequisites. Spanish courses provide an excellent complement to nearly all majors because the growing Hispanic population in the country makes it necessary to be able to communicate with non-English speakers in practically all fields-medicine, law, business, industry, and government.

Postgraduate Opportunities. Students who major in Spanish often go on to jobs in fields such as international business, foreign service, marketing, education, translation/interpretation, and journalism, or to graduate study in Spanish, Romance languages, linguistics, the teaching of English as a foreign language, foreign relations, international law, and medicine, where knowing Spanish may be a necessary component of their major.

Spanish (SPA) Gen. Ed. Course Description

211 Intermediate Spanish.

Goal: To improve and development speaking, reading, and writing in Spanish through dialogues, magazine articles, and literary selections.

Content: Emphasis on grammar, comprehension of advanced conversation and reading, and development of correct sentence structure.

Taught: Fall.

Gen. Ed. Category: Exploring; Historical Events & Phenomena; (HUM)

Prerequisites: SPA 102, 150, or placement.

Credit: 3 hours.

220: Intermediate Medical Spanish.

Goal: To elicit and to understand necessary medical information from an exclusively Spanish-speaking patient.

Content: Emphasis on vocabulary and grammatical structures necessary for communication in a medical environment and standard medical interviews. Secondary emphasis on providing information that will enhance the student's knowledge of Hispanic cultural attitudes toward health issues. Class conducted in Spanish.

Taught: as needed.

Gen. Ed. Category: Expanding; Diverse & Interdependent world; (HUM)

Prerequisites: SPA 102, 150, or placement.

Credit: 3 hours.

320: Advanced Medical Spanish.

Goal: To elicit and to understand necessary medical information from an exclusively Spanish-speaking patient.

Content: This course is designed for those who are currently taking advanced 300-level Spanish courses and who specifically need to practice communication in a health-related profession. It will emphasize role-play exercises for the standard medical interview. Secondary emphasis is placed on providing information that will enhance the student's knowledge of Hispanic cultural attitudes toward health issues. Class conducted in Spanish. A student cannot receive credit for this course if she already has credit for SPA 220.

Taught: as needed.

Gen. Ed. Category: Expanding; Diverse & Interdependent world; (HUM)

Prerequisites: SPA 318.

Credit: 3 hours.

Spanish (SPA) Other Course Descriptions

101, 102: Elementary Spanish.

Goal: To teach students to speak, understand, read, and write basic Spanish.

Content: Subjects used in learning the four basic skills include everyday situations relevant to Hispanic culture.

Taught: SPA 101, Fall; SPA 102, Spring.

Prerequisite: SPA 101 or equivalent for SPA 102.

Credit: 3 hours. (Students must earn grades of C or better in these courses to fulfill the modern foreign language proficiency requirement.)

150: Spanish for Advanced Beginners.

Goal: To teach students to speak, understand, read, and write basic Spanish.

Content: Subjects used in learning the four basic skills include everyday situations relevant to Hispanic culture.

Taught: Fall and Spring.

Prerequisite: 2 years of Spanish in high school / placement between SPA 101 and 102 on placement exam or permission of instructor.

Credit: 4 hours. (Students must earn grades of C or better in these courses to fulfill the modern foreign language proficiency requirement.)

212: Intermediate Spanish.

Goal: To improve and develop speaking, reading, and writing in Spanish through dialogs, magazine articles, and literary selections.

Content: Emphasis on grammar, comprehension of advanced conversation and reading, and development of correct sentence structure.

Taught: Spring.

Prerequisites: SPA 211 or equivalent.

Credit: 3 hours.

250: Spanish Phonetics.

Goal: To improve Spanish pronunciation through study of pronunciation rules and practice in and out of class.

Content: Students will study sounds, phrasing, intonation, as well as common pronunciation errors of English speakers learning Spanish and will practice corrections of these mistakes.

Taught: Spring alternate years.

Prerequisite: SPA 211 and 212 or equivalents or concurrent enrollment in SPA 212

Credit: 3 hours.

305: Spanish Culture and Civilization.

Goal: To provide a geographical, historical, and cultural overview of Spain.

Content: Geographical, historical, ethnic, and religious influences. Focus on historic highlights that have contributed to present-day Spanish society.

Taught: Fall. Alternate years.

Prerequisite: SPA 212 or equivalent.

Credit: 3 hours.

306: Latin American Culture and Civilization.

Goal: To provide a geographical, historical, and cultural overview of Latin America (which includes for the purpose of this course, all countries in the Western Hemisphere in which Spanish is spoken).

Content: Geographical, historical, ethnic, and religious influences. Focus on how the blend of indigenous civilizations, with the addition of both African and European influences, has produced the multitude of societies in this region.

Taught: Fall. Alternate years.

Prerequisite: SPA 212 or equivalent.

Credit: 3 hours.

307: Advanced Spanish Conversation.

Goal: To improve Spanish speaking and listening skills.

Content: The goal of this course is to offer students as much time speaking Spanish as possible. This goal may be met through activities such as debates, discussions of films, news and cultural articles, student presentations, role play, drama.

Taught: Spring alternate years.

Prerequisites: SPA 211 and SPA 212 or equivalents

Credit: 3 hours

318: Advanced Composition.

Goal: To refine writing skills, enrich vocabulary, and emphasize grammar.

Content: Weekly writing assignments, translation, and advanced reading.

Taught: Fall.

Prerequisite: SPA 212 or equivalent.

Credit: 3 hours.

327: Business Spanish.

Goal: To provide students with the vocabulary needed to communicate effectively, both orally and in writing, and to transact daily business operations in Spanish. To help students become better prepared for the ever-increasing demands of the growing international market.

Content: The course combines practical language with the study of Spanish business terminology. Emphasis is on conversation and business transactions such as preparing commercial correspondence, as well as reading, writing and translating contracts and other related documents in Spanish.

Taught: Offered occasionally.

Prerequisite: SPA 318 or equivalent and permission of instructor.

Credit: 3 hours

352: Early Spanish Peninsular Literature.

Goal: To introduce major writers of Spain from the Middle Ages, the Renaissance, and the Baroque periods with emphasis on historical conditions and literary genres.

Content: Poetry, drama, prose and essay. Selections from major authors such as Miguel de Cervantes, Lope de Vega, Calderón de la Barca, Santa Teresa, San Juan de la Cruz.

Taught: Spring alternate years.

Prerequisite : SPA 318 or equivalent. SPA 305 recommended.

Credit: 3 hours.

354: Spanish Literature: 19th Century to the Present.

Goal: To introduce major writers of Spain from the 19th and 20th Centuries (Romanticism, Realism, Naturalism, Modernism, etc) as well as the most recently published authors, with emphasis on historical conditions and literary genres.

Content: Poetry, drama, prose and essay. Selections from major authors such as Mariano José Larra, Benito Pérez Galdós, Camilo José Cela, and Carmen Martín Gaité.

Taught: Spring alternate years.

Prerequisite: SPA 318 or equivalent. SPA 305 recommended.

Credit: 3 hours.

358: Survey of Latin American Literature.

Goal: To acquaint students with the literature from colonial Spanish America to the present. To study literary movements that influenced Latin American thought: naturalism, realism, modernism, surrealism, and magical realism.

Content: Selections from major authors such as Sor Juana Inés de la Cruz, Rubén Darío, Jorge Luis Borges, Bernal Díaz del Castillo, Cabeza de Vaca, Julio Cortazar, and Isabel Allende.

Taught: Spring. Alternate years.

Prerequisite: SPA 318 or equivalent. SPA 306 recommended.

Credit: 3 hours.

396, 397: Special Topics in Spanish.

Goal: To allow students to concentrate on a particular area of language or literature.

Content: Varied.

Taught: Fall. Alternate years.

Prerequisites: SPA 356 or equivalent, and permission of instructor.

Credit: 3 hours

451: Directed Independent Study.

Goal: To provide additional advanced work in Spanish language or literature.

Content: Varied, according to course taught.

Taught: Upon request of student, with approval of sponsoring faculty.

Prerequisites: Permission of the instructor and the program director. Open to advanced students only.

Credit: 1-6 hours; cross-cultural.

452/199: Field Study.

Goal: To provide practical experience to allow the student to apply what she has learned.

Content: Generally dealing with communicative, administrative, or instructional assistance; student will perform support services such as limited translation or interpretation, or use language skills to perform other duties under professional supervision.

Taught: Upon request of student, with approval of sponsoring faculty.

Prerequisite: Permission of the instructor and program director.

Credit: 1-12 hours.

475: Portfolio Presentation.

Goal: To provide a capstone experience for Spanish majors in which students construct and present a senior portfolio to document their integrative experience.

Content: Students will use the completed portfolio and subsequent oral presentation to reflect upon the interdisciplinary nature of their course of study. The final step in the process will be to submit the completed portfolio to the Modern Foreign Language faculty for evaluation and assessment of the student's integrative experience.

Taught: Spring.

Credit: 1 hour.

499: Honors Thesis. (Fee required)

Theatre

The theatre department offers academic and practical courses. Students analyze plays and learn about theatre of the past and present; study acting, directing, voice, movement, and technical theatre; and bring productions to life. Wesleyan's theatre courses are appropriate for students with professional or scholarly aspirations, as well as for students with a general interest in the field.

Departmental productions focus on strong roles for women. Students gain stage experience and excel in areas traditionally dominated by men, such as directing playwriting, and technical work.. Theatre majors are expected to work on productions throughout the college career. Roles and crew assignments are open to all students, regardless of major or year.

The Wesleyan student who majors in theatre receives a foundation that prepares her for apprenticeship, graduate school, or work in the profession. The theatre degree enhances career paths that call for organizational ability, collaboration, effective speech, creativity, problem-solving, and analytical/critical skills.

Student learning outcomes for the Theatre major are that the student:

- I. gain skill in analysis and criticism of plays and performance events
- II. develop effective techniques for dramatic expression as actors
- III. gain experience on and off stage in theatre productions, as actors or technicians
- IV. acquire an understanding of the theatrical past and connect it to the present
- V. learn to communicate clearly, in oral and written form
- VI. choose to develop advanced skills in acting, management, or dramaturgy

Major Requirements: Theatre. A major in Theatre requires 40 to 46 semester hours, depending upon the optional track the student may elect to choose. In addition to courses required for the Theatre Generalist curriculum, students are encouraged to choose a track to reflect a particular interest or emphasis, such as performance, management, or dramaturgy (theatre literature and history). The tracks are optional. Students who wish to add an emphasis on directing to any of the tracks may do so with the permission and guidance of the theatre faculty.

Theatre Generalist curriculum, required of all Theatre majors (40 hours total)

<i>I. Required Courses</i>	<i>(31 hours)</i>
THE 110 Criticism and Practice in Theatre	3 hours
THE 125 Acting I	3 hours
THE 210 Theatre History and Literature I	3 hours
THE 212 Theatre History and Literature II	3 hours
THE 248 Stage Management and Production for the Theatre	3 hours
or THE 333 Acting III	
THE 250 Practicum in Theatre	3 hours
THE 430 Senior Integrative Seminar	3 hours
THE 335 Race, Ethnicity, Gender, and Performance	3 hours
or THE 396 Special Topics	
THE 235 Introductory Performance and Production total of 7 hours	

The seven hours of performance and production laboratory are intended to be distributed over seven semesters, unless special permission is given.

II. Additional Theatre courses

(9 hours)

9 semester hours from all other theatre courses. These hours may be used toward pursuit of one of the three optional tracks below.

III. Optional Tracks

A. Performance Track, for students interested in further study and careers as actors, drama therapists, and drama teachers in secondary school (40 hours total)

In addition to the specified courses required for the Theatre Generalist curriculum, the following 12 hours are required:

THE 225 Acting II	3 hours
THE 233 Voice and Movement for Actors	3 hours
THE 245 Shakespeare on Page and Stage	3 hours
THE 333 Acting III	3 hours

B. Theatre Management Track, for students interested in further study and careers in theatre marketing, theatre management, television floor management, producing, and stage management (46 hours total)

In addition to the specified courses required for the Theatre Generalist curriculum, and 6 hours from any other Theatre courses, 12 hours from the following:

THE 248 Stage Management and Producing for Theatre	3 hours
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Choose 3 cognate courses from:

ACC 201 Financial Accounting	3 hours
ART 225 Computer Graphic Design	3 hours
BUS 303 Principles of Marketing	3 hours
BUS 306 Advertising Strategy	3 hours
BUS 315 Principles of Management	3 hours

C. Dramaturgy Track, for students interested in advanced graduate study and careers as theatre professors, publishers, writers, producers, dramaturgs/literary managers, and script development executives for television or film (40 hours total)

In addition to the specified courses required for the Theatre Generalist curriculum, 9 hours from the following:

THE 112 Criticism and Practice in Theatre (topic distinct from THE 110)	3 hours
THE 245 Shakespeare on Page and Stage	3 hours
THE 335 Race, Ethnicity, Gender, and Performance	3 hours
or THE 396 Special Topics in Theatre	

Recommended: courses in Art History, Political Science, History, Philosophy, English

Strongly recommended: FRN 211 and 212, or SPA 211 and 212

Integrative Experience. The integrative experience is fulfilled in the theatre major by the Senior Theatre Integrative seminar, THE 430. Each student creates a personal artistic statement, a resume, an artistic project, and an interdisciplinary critical thinking research paper. During the seminar, students connect the creation and production of artistic forms with theoretical perspectives and experiences outside of the theatre arts.

Pre-Professional Development. Students meet individually with theatre faculty in the sophomore year to discuss post-graduate plans. If interested in professional work or graduate school, students are encouraged to intern during the summer with professional theaters after interviews and/or auditions either locally or nationally. For example, students have worked at Imagination Stage in DC, Georgia Shakespeare Festival, Horizon Theatre, Texas Legacies, Santa Fe Opera, Smoke on the Mountain, West Virginia Stage Company, Banner Elk Theatre, and the Maine State Music Festival. In Macon, students may work for the historic Douglass Theatre, the Cox Capitol Theatre, Macon Little Theatre, Theatre Macon, or local schools and community centers. The internship must not interfere with the student's obligations to Wesleyan Theatre productions during the academic year. Academic credit is available through THE 199/452.

Minor Requirements: Theatre

A minor in Theatre requires 18 hours, from the following:

<i>I. Required courses</i>	<i>(12 hours)</i>
THE 110 Criticism and Practice in Theatre	3 hours
THE 125 Acting I	3 hours
THE 250 Practicum in Theatre	3 hours
THE 335 Race, Ethnicity, Gender, and Performance	3 hours
or THE 396 Special Topics	
 <i>II. Additional courses</i>	 <i>(6 hours)</i>
Six semester hours from any of the other Theatre courses	6 hours

Theatre (THE) Gen. Ed. Course Descriptions

110: Criticism and Practice.

Goal: To look critically at plays, performance history, and/or theatrical practices. To develop skills in the analysis, enactment, and interpretation of performance events, theatre literature, or theatre criticism.

Content: A particular area of theatre or performance will be closely studied through reading and active performance. Expertise in acting will not be required or expected, but short performances will help students analyze plays and performance events. Students will articulate ideas in group discussion and oral reports. Given the occasional change in topic, THE 110 is repeatable one time as THE 112 if the topic is distinct. THE 112 is not a general education course.

Taught: Annually.

Gen. Ed. Category: Developing; Speaking Competency (FA)

Credit: 3 hours.

125: Acting I.

Goal: To introduce students to the fundamentals of acting, including relaxation, concentration, collaboration, and self-confidence, and thereby develop the skills for effective dramatic expression and interpretation.

Content: Theatre exercises and games, monologues, improvisation, and scene study. Physical activity is required.

Taught : Fall, Spring.

Gen. Ed. Category: Exploring; Thinking and Expressing Creatively (FA)

Credit: 3 hours.

245: Shakespeare on Page and Stage.

Goal: To provide students with an understanding and appreciation of the plays of William Shakespeare.

Content: Students read ten of Shakespeare's plays across the genres. Through papers and discussion, the class analyzes the ways the texts have impact not only on readers, but also, and even more significantly, on performers, audiences, and critics.

Taught: Every two years, or as needed as a prerequisite for Acting III.

Prerequisites: WISE 101 and 102 or the equivalent, or permission of the instructor.

Gen. Ed. Category: Developing; Writing Competency (FA)

Credit: 3 hours.

335: Race, Ethnicity, Gender, and Performance.

Goal: To learn to perceive and respond thoughtfully and energetically, in oral and written form, to issues of race, ethnicity, and gender in plays, films, and the performance process itself.

Content: Highlighting the construction and variety of women's identities, this advanced methods course offers comparative analyses of contemporary performance texts within the context of critical and theoretical writings.

Taught: Every second to third year.

Prerequisites: WISE 101 and 102 or the equivalent.

Gen. Ed. Category: Expanding; Women's Experience (FA)

Credit: 3 hours; cross-listed as WST 335.

Theatre (THE) Other Course Descriptions**102: Acting in the U.S.A.**

Goal: To use improvisation and role playing to explore movement, gesture, and voice. To offer international students a drama experience.

Content: The course focus is on active studio work, including observation, improvisation, movement, and voice and speech exercises. Students will also watch short films and perform scenes. Physical movement is part of the course. THE 102 does not count toward the Theatre major or minor.

Taught: As needed, usually in the summer.

Credit: 3 hours.

107: Applied Lessons in Theatre Performance.

Goal: To enable students to develop expertise in performance for auditions and professional work

Content: Students will receive individual and/or team coaching sessions per semester. They will work on choice of material, acting technique, effective partnering, and audition strategies. Students must provide their own script materials for these sessions. A course fee is required.

Taught: Fall, Spring.

Prerequisite: Permission of the instructor.

Credit: 1 hour; Repeatable for maximum of 4 hours.

112: Theatre Practice and Criticism.

Goal: To look critically at plays, performance history, and/or theatrical practices. To develop skills in the analysis, enactment, and interpretation of performance events, theatre literature, or theatre criticism.

Content: A particular area of theatre or performance will be closely studied through reading and active performance. Expertise in acting will not be required or expected, but short performances will help students analyze performance events during class discussion.

Taught: Occasionally.

Credit: 3 hours.

130: Yoga and Relaxation for Actors.

Goal: To introduce gentle yoga techniques to release tension, improve vocal and physical expressiveness, and enhance the creative spirit.

Content: Students will gain strength and flexibility through stretching, breathing exercises, guided deep relaxation, and vocalization. Instruction focuses on each person progressing at her own pace without competition.

Taught: Occasionally.

Credit: 1 hour.

210: Theatre History and Literature I.

Goal: To explore the early history and literature of the theatre. To develop analytical, critical, research, and speaking skills.

Content: An examination of the role of the theatre in society from theories of origins and the Greeks through the Elizabethan age and the French neoclassical theatre. The emphasis is on theatre in its political, religious, and social contexts. Students read plays, perform, and present research.

Taught: Alternate years.

Prerequisites: THE 110 or permission of instructor.

Credit: 3 hours.

212: Theatre History and Literature II.

Goal: To explore the history and literature of the theatre from the English Restoration to the present. To develop analytical, critical, research, and speaking skills.

Content: An examination of aspects of performance from the Restoration to post-modern practice. Emphasis on the rise of the director and on realistic and anti-realistic movements. Students read plays, perform, and present research.

Taught: Alternate years.

Prerequisites: THE 110 or permission of instructor.

Credit: 3 hours.

225: Acting II.

Goal: To apply the principles of the Stanislavsky and Meisner acting methods and other relevant acting techniques to intermediate scene study and monologues.

Content: This course begins students' pre-professional acting training. Students study characterization, communication, pacing, rhythm, and other skills required for employment within the performing arts and related fields. Physical activity is required.

Taught: Alternate years.

Prerequisites: THE 125 or permission of instructor.

Credit: 3 hours.

230: Stage Combat.

Goal: To introduce safe methods for simulating fights on stage.

Content: Physical practice in hand-to-hand combat and the proper use of weapons. Hand-to-hand techniques include falling, throwing, pushing, shoving, dragging, slaps, grabs, punches, and kicking. These form the core for all stage combat as they teach control, partner cooperation, and mutual safety. Focus in the weapons section of the

course is on the quarter staff (which teaches confidence, proper distancing, and timing) and on the rapier. Strenuous physical activity is required.

Taught: Occasionally.

Credit: 3 hours.

233: Voice and Movement for Actors.

Goal: To introduce students to techniques of voice and movement for the stage.

Content: An intensive practical and theoretical course that develops students' skills in vocal production and movement. This course prepares students for employment within the performing arts and related fields. Strenuous physical activity is required.

Taught: Alternate years.

Prerequisites: THE 125, or permission of instructor.

Credit: 3 hours.

235: Performance and Production.

Goal: To introduce students to all phases of acting, design, and technical work.

Content: Participation in the rehearsal/performance/design/technical process of a Wesleyan College Theatre production. Content will vary with production assignment. Theatre majors who are transfer students and who have significant production experience at another college or university may count that experience toward THE 235, upon approval of the Wesleyan Theatre faculty.

Taught: Fall, Spring.

Prerequisites: Permission of instructor, to be granted after auditions at the beginning of the semester and mid-semester. Permission of the instructor required.

Credit: 1, 2, or 3 hours per term; usually 1 hour. Note: Theatre majors must complete a total of seven hours of THE 235.

248: Stage Management and Producing for Theatre.

Goal: To introduce students to the practices of stage management and producing for the theatre.

Content: Students learn and practice the techniques and duties of theatrical stage managers and producers, including but not limited to preparation of prompt books, budgets, and production plans; rehearsal and production responsibilities; and working with actors, directors, and playwrights.

Taught: Alternate years.

Prerequisites: THE 110, 125, and 235, or permission of the instructor.

Credit: 3 hours.

250: Practicum in Theatre.

Goal: To introduce students to all phases of technical theatre work.

Content: Students participate in set construction and technical assistance for all of Wesleyan's theatre productions during the semester. Strenuous physical activity is required.

Taught: Fall, Spring.

Prerequisite: Permission of instructor.

Credit: 1, 2, or 3 hours; Repeatable for maximum of 4 hours.

260/261: Exploring the Theatrical Past.

Goal: To explore a specific area of theatre history. To develop analytical, critical, research, and speaking skills.

Content: Topics range from costume history to World War II theatre, from the rise of the modern director to the

history of musical theatre. The course will help students connect specific moments in theatre history to current practices. Given the occasional change in topic, the course is repeatable one time as THE 261 as long as the topic is distinct.

Taught: Every third year or as needed

Prerequisite: None

Credit: 3 hours

318: Directing.

Goal: To teach advanced students how to direct a one-act play.

Content: Participants will study methods for directing. They will choose a play which they will then cast, rehearse, and direct.

Taught: Every other spring.

Prerequisites: THE 110, 125, 225, 235, 250. Permission of the instructor.

Credit: 4 hours.

333: Acting III.

Goal: To expand upon the methods used in Acting II and apply them to advanced acting work, such as period styles and audition techniques.

Content: Continuation of pre-professional studies in theatre, via intensive scene and monologue study with emphasis on "style" techniques, using material by Shakespeare, Brecht, and others.

Taught: Every three years.

Prerequisite: THE 225, THE 245, and permission of the instructor.

Credit: 3 hours.

353: Playwriting.

Goal: To introduce students to the craft and practice of writing for the stage.

Content: Writing exercises and games, reading and analysis of plays, collaborative exercises, practical study of the playwright's role in production. Each student will write one 10-minute play and one short one-act play.

Taught: Alternate years

Prerequisites: THE 110 or ENG 161, THE 125, THE 235; or permission of instructor. Wesleyan Writing Proficiency must be met.

Credit: 3 hours.

354: Apprenticeship in Playwriting.

Goal: To write one or more plays under the guidance of a practicing playwright

Content: Students will receive individual sessions in response to their writing. They will extend their work from THE 353, reading and analysis of plays, practical study of the playwright's role in production, and work on writing a longer piece. A course fee is required.

Taught: Every year.

Prerequisite: THE 353 and permission of instructor.

Credit: 1 hour; Repeatable for maximum of 4 hours.

396, 397: Special Topics in Theatre.

Goal: To develop an in-depth knowledge of a specialized topic within the theatre arts: a particular playwright, genre, theme, period in theatre history, or technical discipline. Given the changes in topic, this course is repeatable one time as THE 397 as long as the topic is distinct.

Content: Varies with topic selected.

Taught: Alternate years.

Credit: 3 hours.

430: Senior Integrative Experience.

Goal: To teach students to integrate varied and interdisciplinary experiences in theatre.

Content: Capstone interdisciplinary seminar for Bachelor of Arts candidates in theatre. Through readings, writings, discussions, and oral presentations on various topics, students connect the creation and production of theatre forms with theoretical perspectives and experiences outside of the theatre arts. Each student creates a personal artistic statement, a resume, a creative project, and an interdisciplinary critical thinking research paper.

Taught: Annually.

Prerequisites: Fulfillment of all course requirements for the theatre major through junior level.

Credit: 3 hours.

451: Directed Independent Study.

Goal: To teach the student critical thinking and research or to develop a creative project.

Content: To be determined by the specific nature of the proposed project. Student-proposed topic to be studied in depth, subject to approval by the instructor. Student and instructor determine specific content.

Taught: Fall, Spring.

Prerequisite: Permission of instructor and approval of program director.

Credit: 1-6 hours.

452/199: Field Study.

Goal: To provide students with practical experience in the theatre arts through an internship or independent project.

Content: To be determined by the nature of the specific project. May gain credit for theatre production experience during the summer months, or in such places as special education schools, off-campus theatre classes, or local theatres during the school year.

Taught: Fall, Spring, Summer.

Prerequisites: Permission of the faculty sponsor and the program director.

Credit: 1-12 hours.

499: Honors Thesis. (Fee required)

Travel-Study

In order to enhance the academic experiences of students through study abroad, interdisciplinary seminars are offered in all divisions of the College.

Travel-Study (TRA) Gen. Ed. Course Descriptions

Goals: To enable students participating in Wesleyan's faculty-led Study Abroad programs to explore important themes and issues in specific areas of knowledge related to our diverse and interdependent world.

Content: Topics, texts, and assignments will vary from semester to semester.

Taught: Offered occasionally.

Gen. Ed Category: Expanding: Diverse and Interdependent World.

Prerequisite: Permission of Instructor; Payment of all fees related to the course and to travel prior to the end of the Drop/Take period.

Credit: 3, 4.

TRA 240: Travel Study Seminar in Fine Arts.

TRA 242: Travel Study Seminar in Humanities.

TRA 244: Travel Study Seminar in Science and Mathematics.

TRA 246: Travel Study Seminar in Social and Behavioral Sciences and Professional Studies.

Wesleyan Integrative Seminar Experiences (WISe)

WISe 101 and 102 are interdisciplinary seminars that introduce students to academic life at Wesleyan. They focus on fundamental academic skills, especially writing and critical thinking. They model Wesleyan's diverse and challenging academic community, ask students to understand the value of a Wesleyan education for them, and help students make the transition to college. In WISe 101 and 102, students learn from faculty; they also teach each other-exploring divergent perspectives and deepening meaning in discussion, and working together to solve problems. Students take the seminars in their first year of college. The instructor of each WISe 101 section is ordinarily the academic advisor for the student.

WISe 301 will satisfy the requirement for a synthesizing course in the general education program.

Wesleyan Integrative Seminar (WIS) Gen. Ed. Course Descriptions

101: Wesleyan Integrative Seminar Experience I.

Goal: To teach writing and critical thinking skills fundamental to success in college, to help students make a successful transition to college, to show students the nature and value of a Wesleyan education, to have students understand what they want from college and how to get it, to give students skills to effectively communicate their ideas and beliefs and to learn from the ideas and beliefs of others.

Content: Academic writing, active reading and analysis of texts, synthesis of ideas, collaborative learning, student-facilitated discussions.

Taught: Fall.

Gen. Ed. Category: Foundation Building.

Credit: 3 hours. See General Education section of this Catalogue for regulations governing enrollment in WIS 101.

102: Wesleyan Integrative Seminar Experience II.

Goal: To reinforce and expand the writing and critical thinking skills taught in WISe 101; to provide students with research writing skills and strategies needed to be successful in college; to have students identify, examine and work together toward solving problems in the world around them; to promote and model free and respectful academic inquiry.

Content: Research-based writing, active reading and analysis of texts, exploration of problems facing our community, collaborative work to address those problems.

Taught: Spring.

Gen. Ed. Category: Foundation Building.

Credit: 3 hours. See General Education section of this Catalogue for regulations governing enrollment in WIS 102.

301: Wesleyan Liberal Arts Seminar.

Goal: While the topics vary, all seminars share the common goals of stimulating thought; emphasizing values; transcending disciplinary specialization; modeling interdisciplinary thinking and scholarship; and developing the habits, skills, and patterns of mind that foster a sustained passion for learning.

Content: The Wesleyan Liberal Arts Seminar is a Synthesizing option within the general education program. Each seminar is designed and taught by two faculty members from different disciplines. In this class, students will: 1) Identify relationships among different disciplines; 2) Synthesize ideas and knowledge; 3) Acquire a broader view of a topic by approaching it from different perspectives.

Taught: Annually.

Prerequisites: Successful completion of WIS 102 or equivalent and one Expanding general education course.

Gen. Ed. Category: Synthesizing.

Credit: 3 hours.

Wesleyan Integrative Seminar (WIS) Other Course Descriptions

100: Pioneering Approaches to Thinking.

Goal: Pioneering Approaches to THinking (PATH) begins with an intense week-long enrichment program that presents college success information at the very beginning of a student's college career. A summer-bridge week is followed by several meetings throughout the semester to provide ongoing support for students in a critical transition time. The goal is to provide a foundation and ongoing assistance for general college success.

Content: The course includes interactive sessions that will help students learn and enhance skills, give them an opportunity to practice these skills in a low risk environment, and reflect on their experiences.

Taught: Fall.

Prerequisite: The Admissions Committee will select students to participate in this program based on anticipated college preparedness. If additional seats are available, students may apply.

Credit: 1 hour. CR/NC.

199: WISe Peer Mentorship.

Goal: Peer mentors are selected by WISe faculty to assist in the teaching of WISe 101. Peer mentors serve as liaisons between faculty and students, help students succeed in WISe 101, and contribute to the classes they attend.

Content: Peer mentors attend class twice a week and work with their individual instructor to assist in the class. They can participate in and may lead classroom discussions. They also help coach the IF process of discussion in class. The peer mentors will work with their individual instructors. The instructors will report their work to the Director of WISe (a faculty position), who will administrate WIS 199.

Prerequisite: Selection by WISe faculty.

Credit: 2 hours. CR/NC.

Women's Studies

Women's Studies provides students with the opportunity to recognize the many ways in which their lives, and other women's (and men's) lives, are shaped and limited by a variety of cultural circumstances. Based in Feminist perspectives, the program works to empower our students to challenge such limitations through critical examination and theoretical analysis. The Women's Studies program is interdisciplinary, allowing students who choose its courses to examine both current and historical experiences of women through a variety of lenses, to analyze representations of women in the past and present, and to study the work of important female figures in different disciplines. Women's Studies also offers a comprehensive and inclusive variety of coursework so that students learn about the different social constructions and interconnections of gender, race/ethnicity, sexuality, social economic status, ability/disability, nationality, religion, etc. across cultures, regions, and historical periods.

Student Learning Outcomes

The student learning outcomes for the Women's Studies major are as follows:

- I. an understanding of the past and present status of women locally, nationally, and globally
- II. a strong conceptualization of the interrelated workings of constructions of culture, hierarchy, and power
- III. the ability to analyze and apply a variety of theoretical approaches to cultural analysis
- IV. the ability to express a clearly articulated argument with solid reasoning and sound illustration
- V. the ability to present ideas through oral and written communication.

Major Requirements: Women's Studies.

A major in Women's Studies consists of a minimum of 36 hours and is distributed as follows:

<i>Required WST courses</i>	<i>(9 hours)</i>
WST 200 Women, Culture, and Society	3 hours
WST 350 Feminist Theory	3 hours
WST 401 Senior Seminar	1 hour
WST 402 Symposium Lab (2 hours)	1, 1 hours

<i>Required Supplemental Methods Course</i>	<i>(3 hours)</i>
Choose one of the following: ARH 354, COM 310, ENG 210, HIS 399, POL 332, PSY 305, or THE 335	

(Note: A course the student uses to fulfill the supplemental methods requirement will not be counted toward her interdisciplinary requirement below.)

<i>Chosen Interdisciplinary Courses</i>	<i>(24 hours)</i>
<i>Students must take eight additional courses, at least three of which must be at the 300 level.</i>	
<i>One chosen course, at any level, must be designated cross-cultural.</i>	
WST/PSY 201 Sexual Decisions	3 hours
WST/ECO 210 Women and Economic Development	3 hours
WST/MUS 215 Women, Music, and Culture	3 hours
WST/POL 225 Women and Politics	3 hours
WST/PHI 228 Gender and Philosophy	3 hours
WST 250 Cross-Cultural Perspectives on Women	3 hours

WST/HUM 260 Women's World Literature	3 hours
WST/COM 300 Gender and Communication	3 hours
WST/PSY 301 Psychology of Women	3 hours
WST/THE 335 Race, Ethnicity, Gender, and Performance	3 hours
WST/HIS 337 US Women's History	3 hours
WST/ARH 354 Women's Issues in Contemporary Art	3 hours
WST/HIS 367 Women in Modern Europe	3 hours
WST 396, 397 Special Topics/Cross-Listed	3 hours
WST 451 Directed Independent Study	1-3 hours
WST 452 Field Study/Internship	1-3 hours

Pre-Professional Development. A Women's Studies major may choose to fulfill the pre-professional development requirement through an internship or field study taken as WST 452. It may take the form of volunteer or advocacy work, production of a creative project, or other comparable work experience approved by the Women's Studies chair. The student will be monitored by her advisor during her workplace experience and will submit a reflective summary at its conclusion.

Integrative Experience. Women's Studies majors will be encouraged to begin broadly, taking courses in a variety of fields as well as introductory classes in Women's Studies and Women's Studies methodologies. As she moves through the program, she will be encouraged to tailor her course of study to meet her own research interests, taking an additional research methods course in her chosen discipline along with upper-level Women's Studies courses that are relevant to her field. Through this coursework, she will learn to position herself as a critical specialist on gender and its representations in her particular area of interest, and, finally, prepare her scholarship for both the Wesleyan community and a larger professional audience. In WST 401 offered during the spring of the major's senior year, she will work with her fellow classmates and instructor to complete a scholarly project. As the student is completing her interdisciplinary course of study conducted through the lens of focused feminist methodology, this seminar provides her with individual guidance to shape her senior research project, which she may present in the spring symposium and eventually refine for a professional audience.

Minor Requirements: Women's Studies. The Women's Studies minor provides students with a basic foundation of the issues, theories, and methods dealt within the discipline. Students will be encouraged to connect with Women's Studies majors, faculty, and the community through participation in the various courses and the yearly spring symposium.

A minor in Women's Studies consists of a minimum of 16 hours and is distributed as follows:

WST 200 Women, Culture, and Society	3 hours
WST 350 Feminist Theory	3 hours
WST 402 Symposium Lab	1 hour
Choose three additional WST courses	9 hours

At least two of the chosen courses must be at the 300 level.

One chosen course, at any level, must be designated cross-cultural

Cross-Cultural Courses. The Women's Studies major and minor includes in its mission a commitment to the analysis of social categories in addition to gender, including race/ethnicity, class, sexuality, nationality, religion, and ability/disability, along with the ways in which these categories affect people in a variety of settings and contexts.

Each student will therefore be required to take one course that is designated as cross-cultural. A class that meets this requirement should address women in a multicultural or cross-cultural course of study either within the United States or in a global setting. Students may petition the Women's Studies Chair to approve a course that has significant cross-cultural content or emphasis but is not a designated WST course. The following courses currently meet the criteria for cross-cultural designation in Women's Studies:

WST/ECO 210 Women and Economic Development

WST/POL 225 Women and Politics

WST 250 Cross-Cultural Perspectives on Women

WST/HUM 260 Women's World Literature

WST/THE 335 Race, Ethnicity, Gender and Performance

Resources for Non-Majors. We welcome all students to join our classes; Women's Studies courses offer a theoretical and experiential understanding of how women live in and are understood by our societies. This would be an excellent opportunity to make interdisciplinary connections through critical engagement and practical application.

Postgraduate Opportunities. This major will prepare students for a wide variety of professional opportunities, including advertising, art, business, communication, counseling, education, government, health care, the humanities, law, not-for-profit work, social justice, and social service. The Women's Studies degree is also excellent preparation for graduate education in humanities, law, and social science fields.

Women's Studies (WST) Gen. Ed. Course Descriptions

200: Women, Culture, and Society.

Goal: To explore in an interdisciplinary context the wide range of social and cultural issues which affect women's experiences across time and cultures.

Content: Topics to be explored may include gender roles and images in history, language, literature, religion, art and science; sexuality, family, reproduction, and parenthood; work, employment, and the economics of gender; law, rights, government, and politics; past and contemporary feminist movements. Methods include cross-disciplinary and cross-cultural study of women's lives, gender analysis and the questioning of the role that gender plays in all fields of study, cooperative and collaborative learning, sharing and learning from each other's experiences as a method of personal empowerment.

Taught: Spring.

Prerequisite(s): None.

Gen. Ed. Category: Exploring; Historical Events & Phenomena; (HUM)

Credit: 3 hours.

210: Women and Economic Development.

Goal: To study the impact of economic change on women by analyzing how age, sex and race hierarchies modify changes in women's roles in different societies of Asia, Africa and Latin America.

Content: This course will focus on the effects of economic growth on the socioeconomic status of women. Most importantly, students will study the means by which patriarchy has persisted in various parts of Africa, Asia and Latin America by redefining itself, even as economies have modernized. The course will also explore the socioeconomic effect of export industries owned by multinational firms on the lives of women in Southeast Asia and Latin America.

Taught: Fall. Alternate years.

Gen. Ed. Category: Expanding; Women's Experiences, (SBS)

Credit: 3 hours; cross-listed as ECO 210.

215: Women, Music, and Culture.

Goal: To challenge students to engage actively and to think critically about women's roles and the power of perspective in historical narrative. Students will learn how to listen and analyze a number of musical styles and genres, as well as consider issues such as gender and control in music and how women are perceived cross-culturally.

Content: This course will examine the contributions of women involved in the world of music, including composers, producers, consumers, performers, and educators. The course will cover the major historical music periods as well as a number of popular and world music styles.

Taught: Regularly.

Gen Ed. Category: Expanding, Women's Experiences, (FA)

Credit: 3 hours; cross-listed as MUS 215.

225: Women and Politics.

Goals: The course will enhance the student's ability to analyze, interpret, and critique texts with a view to purpose, evidence, and effect.

Content: The relationship between gender, power, and society in the developed and developing world is treated in fictional, biographical, and analytical accounts of the role of women in politics and society. The changing political and social status of women with an emphasis on the developing world will form an important part of the analysis.

Taught: Fall.

Gen Ed. Category: Expanding; Women's Experiences, (SBS)

Credit: 3 hours; cross-listed as POL 225.

228: Gender and Philosophy.

Goal: To introduce students to philosophical questions and problems regarding the role of gender in the formation of intellectual positions, and to consider a variety of significant attempts to answer those questions and resolve those problems.

Content: Writings that consider the relationships between gender and philosophical methods and positions, including feminist philosophical texts.

Taught: Alternate years.

Gen Ed. Category: Expanding; Women's Experiences, (HUM)

Credit: 3 hours; cross-listed as PHI 228.

250: Cross-Cultural Perspectives on Women.

Goal: To enhance understanding of the socio-cultural differences and similarities among women.

Content: Through a theoretical focus on race, ethnicity, religion, sexuality, social economic class, (dis)ability, etc., students will explore the historical root systems, institutional structures, and lived experiences of a diversity of women. (Note: Non-Western emphasis.)

Taught: Alternative years.

Prerequisite(s): None.

Gen. Ed. Category: Expanding; Women's Experiences; (HUM)

Credit: 3 hours.

260: Women's World Literature.

Goal: To introduce students to writing from around the world by women and/or focusing on women's issues. To enable students to study literature in a cross-cultural context.

Content: Fiction, poetry, drama, essays primarily by women and/or about women. Representative writers might include Shikibu, Ama Ata Aidoo, Bessie Head, Gita Mehta, Ruth Praver Jhabvala, Sawako Ariyoshi, Wang Anyi, Isabelle Allende.

Taught: Annually.

Prerequisites: WIS 101 or ENG 101.

Gen. Ed. Category: Expanding; Women's Experiences, (HUM)

Credit: 3 hours; cross-listed as HUM 260.

301: Psychology of Women.

Goal: To further students' understanding of psychological knowledge as it applies to women and gender issues.

Content: Exploration of the manner in which psychology defines and studies women with emphasis on research methodologies, empirical findings, theory and current and historical controversies.

Taught: Spring. Alternate years.

Prerequisites: PSY 101 or WST 200.

Gen. Ed. Category: Synthesizing

Credit: 3 hours; cross-listed as PSY 301.

335: Race, Ethnicity, Gender, and Performance.

Goal: Learn to perceive and respond thoughtfully and energetically, in oral and written form, to race, ethnicity and gender issues in plays, films, and the performance process itself.

Content: This advanced methods course offers comparative analyses of contemporary play and film texts and performances, studied within the context of critical and theoretical writings.

Taught: Occasionally.

Prerequisite: None.

Gen. Ed. Category: Expanding; Women's Experiences, (FA)

Credit: 3 hours; cross-listed as THE 335.

337: United States Women's History.

Goal: To enhance students' understanding of the social, economic, and political position of women in America from the colonial era to the present.

Content: The course focuses on major themes in US women's history, including family, sexuality, work, and reform, within the broader context of American history.

Taught: Fall. Alternate years.

Gen. Ed. Category: Expanding; Women's Experiences, (SBS)

Credit: 3 hours; cross-listed as HIS 337.

354: Women's Issues in Contemporary Art.

Goal: To acquire an in-depth understanding of the art of our own time from the beginning of the twentieth century to the present, of the tension between traditional and non-traditional forms and the breakthrough to non-objectivity. To gain a knowledge of the primary movements and the major proponents of each movement. To acquire a familiarity with contemporary theories. To acquire the ability to formally analyze and discuss specific works and their relationship to the rapidly changing modern and post-modern worlds.

Content: Study of European and American art and architecture in the twentieth century.

Taught: Alternate years.

Gen. Ed. Category: Expanding; Women's Experiences, (FA)

Credit: 3 hours; cross-listed as ARH 354.

367: Women in Modern Europe.

Goal: To enhance understanding of the social, economic, and political position of women in Europe in the industrial age.

Content: Introduction to feminist theory and women's history; women's lives and women's work in industrializing Europe; gender and 19th century class formation; the feminization of religion; feminism as a social and political movement; women in nationalist and revolutionary movements; and women and war in the 20th century.

Taught: Fall. Alternate years.

Gen. Ed. Category: Expanding; Women's Experiences, (FA)

Credit: 3 hours; cross-listed as HIS 367.

Women's Studies (WST) Other Course Descriptions

201: Sexual Decisions.

Goal: To provide an introduction to the biological, psychological, interpersonal, and socio-cultural aspects of human sexuality.

Content: Topics surveyed include sexual structure and function, sexual reproduction, sexual development, variation in sexual behavior, sex and human relationships, and sex and society.

Taught: Spring. Alternate years.

Credit: 3 hours; cross-listed as PSY 201.

300: Gender and Communication.

Goal: To explore the roles, rules, expectations, and power dynamics in the performance of gender in relational and textual processes.

Content: Reading, discussion, and analysis, primarily through a feminist lens, of situations and artifacts in private and public life: from family, friendship, and romance to education, work/organizations, media, and other social institutions. This course asks one to challenge the assumptions and dictates of societal notions of gender, sex, and sexuality. There will be a primary focus given to works by and about women.

Taught: Alternate Years.

Prerequisite: COM 103 or WST 200 or permission of instructor.

Credit: 3 hours; Cross-listed as COM 300.

350: Feminist Theory.

Goal: Provides a comprehensive survey of different approaches to Women's Studies research.

Content: This course exposes students to a variety of theoretical and research Feminist methodologies used by scholars in Women's Studies. The broad set of learning skills provided by this course is meant to be combined with a supplemental specialized methodology course so that the student can develop a thorough approach to Women's Studies research in her concentration of choice.

Taught: Fall.

Prerequisites: WST 200; suggested junior standing.

Credit: 3 hours.

396, 397: Special Topics in Women's Studies.

Goal: To offer the student opportunities to pursue Women's Studies in specific areas outside the regularly scheduled courses.

Content: An examination of the role of women and/or women's issues in a particular area of study.

Taught: As needed.

Prerequisites: None, or if cross-listed with another course, the prerequisite(s) of that course will apply.

Credit: 3 hours.

401: Senior Seminar.

Goal: Provides an integrative capstone experience for Women's Studies majors, allowing them to develop independent projects in Women's Studies and share their ideas in a workshop setting.

Content: This course encourages the student to make connections among the various parts of her course of study. Student workshops will be facilitated by the Women's Studies Chair, and independent research and writing will be conducted in consultation with the student's chosen advisor and the Women's Studies Chair. The results of the student's research will be presented at in a public forum.

Taught: Spring.

Prerequisites: WST 350; supplemental methods course; suggested senior standing.

Credit: 1 hour.

402: Symposium Lab.

Goal: Students will organize and direct several events for the Wesleyan campus, including the annual Women's Studies Symposium, then learn to polish their own research for review by a professional audience.

Content: This is a one-hour weekly workshop that allows Women's Studies majors and minors to work together to plan the annual Women's Studies Symposium (WSTS) and Women's History events in March and other spring semester activities. The focus of the WSTS Lab is to provide a platforms for both the presentation of scholarly work and for activism and advocacy opportunities for Women's Studies students and the Wesleyan community. Students will use the WSTS workshop to exchange ideas and polish their own projects, then, using responses from the seminar, finalize a portion of their projects for a professional audience in the form of a publication, professional presentation, or academic writing sample. Majors must take this lab twice, and minors must take this lab once.

Taught: Spring.

Prerequisites: WST 200; suggested junior standing; declared status as a Women's Studies major or minor.

Credit: 1 hour.

451: Directed Independent Study.

Goal: To allow students to pursue particular interests in Women's Studies in addition to those covered in other courses.

Content: Varies according to interest of the student; to be agreed upon by student and professor and approved by the Women's Studies Program Chair.

Taught: Fall, Spring.

Prerequisites: Permission of program director and instructor.

Credit: 1-6 hours.

452/199: Field Study/Internship

Goal: To provide students with an opportunity to gain experience and apply their learned skills in a practical, professional setting that can be explored through creative, vocational, and/or academic venues.

Content: Varies with student and her chosen advisor.

Taught: Fall, Spring, Summer.

Prerequisites: Permission of program director and advisor.

Credit: 1-12 hours.

499: Honors Thesis. (Fee required)

Writing

Wesleyan's general education curriculum and major curricula require students to write lucidly, logically, and correctly. To enhance student writing, Wesleyan offers WRI 100 or WRI 101 (Fundamentals of College Writing), courses required of all students who do not demonstrate proficiency in writing when they enter Wesleyan. The Department of English offers additional college-level writing courses which students may take to enhance their writing.

Writing (WRI) Course Descriptions

100: Writing In English as a Second Language.

Goal: To improve the fluency in English of non-native speakers through the study and practice of the processes, rhetorical modes, and conventions of the language expected in an American college setting.

Content: This course addresses challenges faced by non-native speakers as they apply the principles of good writing in a variety of assignments. Such principles include paying attention to the process of writing (prewriting, planning, drafting, seeking feedback, revising, and editing) and accommodating readers' expectations for content and style. In particular, the course encourages writers to marshal evidence in support of a thesis while acknowledging opposing viewpoints.

Taught: Fall.

Credit: 3 hours.

101: Fundamentals of College Writing.

Goal: To produce confident and capable readers and writers. To introduce students to the rigors of college-level reading and writing. To introduce students to the processes, rhetorical modes, and conventions of research-based argumentative writing.

Content: This course enhances writing skills by asking students to apply the principles of good writing in a variety of assignments. Such principles include paying attention to the process of writing (prewriting, planning, drafting, seeking feedback, revising, and editing) and accommodating readers' expectations for content and style. In particular, the course encourages writers to marshal evidence in support of a thesis while acknowledging opposing viewpoints.

Taught: Fall, Spring.

Credit: 3 hours.

Pre-Professional Programs

Pre-Engineering

Joseph Iskra and Charles Benesh, advisors

The pre-engineering program (Dual Degree Program) is a cooperative program with the Georgia Institute of Technology, Auburn University, and Mercer University. Under this program the student attends Wesleyan College for approximately three academic years (**90 semester hours**) and will then transfer to one of the dual degree-cooperating schools for approximately two years.

During her time at Wesleyan the student should work closely with the dual degree advisors to ensure that she completes Wesleyan's proficiency requirements, general education requirements, and pre-engineering curriculum in preparation for her university engineering studies. Upon the successful completion of this nominally five-year course of study, the student will be awarded two undergraduate degrees - a bachelor of arts from Wesleyan and a bachelor of science with an engineering major from the cooperating university.

The Applied Mathematical Science major, described elsewhere in this catalogue, though not required for this program, is designed to meet the pre-engineering program requirements as stated in the second paragraph. It may be completed along with general education and proficiency requirements in three years, provided that the student is ready for Calculus I at the start of her freshman year and is committed to a rigorous course of study. The student who successfully completes the applied mathematical science major in preparation for entry into engineering school will be awarded two undergraduate degrees - a bachelor of arts with a major in applied mathematical science from Wesleyan and a bachelor of science with an engineering major from the cooperating university.

Engineering

Bachelor of Aerospace Engineering
Bachelor of Biomedical Engineering
Bachelor of Materials Science and Engineering
Bachelor of Chemical Engineering
Bachelor of Civil Engineering
Bachelor of Electrical Engineering
Bachelor of Industrial Engineering
Bachelor of Mechanical Engineering
Bachelor of Nuclear and Radiological Engineering
Bachelor of Polymer and Fiber Engineering

Management

Bachelor of Science in Industrial Management
Bachelor of Science in Technical Communication

Sciences

Bachelor of Science in Information and Computer Science

The course of study at Wesleyan depends on the degree objectives at the cooperating institution. Students who plan to enroll in the dual degree program must identify themselves very early (at least by the beginning of the

second year) to the dual degree advisors at Wesleyan. The general requirements to be met at Wesleyan include satisfactory completion of ninety semester hours of approved courses, including all general education requirements and proficiency requirements.

The pre-engineering student should take at least 15 hours each semester and should include the following courses during her first year at Wesleyan:

Fall Semester Spring Semester

MAT 205 CHM 102

CHM 101 MAT 206

WIS 101 or ENG 101 WIS 102

ENG 111

These courses are required by contract with engineering schools. Also, most courses of study require MAT 207, 208, 210 and 300, CSC 216, and PHY 121, 122.

Pre-Pharmacy, Pre-Medicine, Pre-Dental, Pre-Veterinary, and Pre-Allied Health Services

Glenda Ferguson, advisor, Pre-Pharmacy Wanda T. Schroeder, advisor, Pre-Medical Program

Barry K. Rhoades, advisor, Pre-Allied Health Services Holly Boettger-Tong, advisor, Pre-Dental, Pre-Veterinary Medicine

Health-related pre-professional programs often have special requirements and the student should consult the faculty advisor for these programs early in her college program. There is a general core of frequently required courses for admission into professional colleges of medicine, pharmacy, veterinary science, dentistry, and other applied health sciences. However, sometimes there are also important additional requirements for each school which must be ascertained and fulfilled. It is possible to major in an area outside the natural sciences. Many students fulfill the entrance requirements by taking a major in biology or chemistry, or a double major in both biology and chemistry.

Minimum entrance requirements typically include the following: CHM 101, 102, 221, and 222; BIO 110 and 112, PHY 115 and 116 or 121 and 122; one year of English; and one year of mathematics, often MAT 205 and 206. Other recommended courses in the health-related pre-professional program are CHM 212; BIO 203S, 235, 245, 270, 311, 318, 320, 325, and 340; one course in public speaking (pre-pharmacy); and one course in statistics. As many pertinent courses as possible should be completed before students take the Medical College Admissions Test, MCAT, which is normally taken in the spring of the junior year.

Students who are interested in any of the health professions should consult with the program advisor. The advisor provides guidance and coordinates the application process.

Pre-Law

Tom Ellington, advisor

Because pre-law is not a specific major, the pre-law student must satisfy all general education degree requirements for an A.B. degree and the requirements in her chosen major. The guidelines for admission for law school do not designate any one particular area in which a student must major in order to be admitted to a law program; rather,

these guidelines recommend that the pre-law student consciously choose a broad range of diverse and rigorous courses.

The pre-law student may choose to major in any one of the liberal arts ranging from chemistry to history, political science, English, or other fields.

Admission to law school is based on a student's grade point average and her score on the Law School Admission Test. The Law School Admission Test is given four times a year: June, October, December, and February. It is recommended that the prospective student take the exam in June of her junior year or October of her senior year. A student planning to attend law school should meet with the pre-law advisor no later than the fall of her junior year.

Although CR (credit) or NC (no-credit) grades do not affect the grade point averages at Wesleyan, students who plan to attend law school should be aware that the Law School Data Assembly Service (an application processing service for law school applicants) considers the NC (no-credit) grade of "F" and computes it as such in the grade point average.

Pre-Seminary

Brock Bingaman, advisor

Wesleyan College offers no pre-seminary major as such. Students interested in pursuing graduate studies in a theological seminary, with either some form of professional ministry or higher graduate work in view, should consider the recommendation of the Association of Theological Schools and take a broad range of courses in literature, history, natural sciences, social sciences, fine arts and music, languages, and religion (Christian and non-Christian).

Pre-seminary students frequently choose to major in fields such as English, history, religion, and philosophy, but any liberal arts subject is appropriate including the sciences and mathematics and the fine arts.

The Religious Studies program provides courses in Old Testament and New Testament, along with courses on non-Western religions, religion and society, and a range of special topics on various other religious themes. The Philosophy program has courses that supplement these offerings, including Self and Social Responsibility, Ethics, and Nineteenth and Twentieth Century Philosophy. Pre-seminary students not majoring in either of these programs should consider electing at least some religion and philosophy courses in consultation with faculty members.

In addition to enrolling in some of the above courses, pre-seminary students should consult with the pre-seminary program advisor. Pre-seminary students are also encouraged to participate in periodic information sessions on graduate programs, round-table discussions with local ministers, and internship, all of which help students discern their vocations and prepare for post graduate study.

Financial Information

Tuition and Fee Descriptions. Standard full-time tuition and fees apply to Traditional and Encore students up to 17 semester hours or 18 hours if the student meets the requirements for the 18th hour (see Workload). Credit hours in excess of the student's 17 or 18 semester hour limit (exclusive of applied music, music ensembles, or the Summer Leadership Institute) will be charged at the extra load fee per semester hour. Students who are allowed to register as part-time students taking 0-11 semester hours must pay the fees charged for part-time students.

Anyone who wishes to audit a class must be enrolled either as a degree-seeking or non-degree seeking student. Once enrolled, a student may register to audit a class during the drop/take period, with the exception of studio art class or laboratory course. The student may register to audit a studio art class or laboratory course on the last day of drop/take and with the written permission of the instructor teaching the course. The class attendance policy for the auditing student will be the same as required for the student taking the course for credit. Auditors are required to pay all fees that may be associated with the course (lab fee, studio art fees, activity fees, travel, *et cetera*.) Consult the Business Office regarding fees for auditing courses.

Evening program tuition is charged by the semester hour regardless of the number of hours taken. Evening students may request permission from the registrar to take one course per term during the day at the evening rate. If the student wishes to take additional courses in the day during a term, she must change her status to Encore and adhere to the standard part-time or full-time tuition and fees for Encore students.

Standard full-time tuition includes services for:

1. Health Services: patient care by director of health services, and family practice doctor, referrals to specialists, special clinics through Coliseum Health Care (examples include: ob-gyn, dermatology, hearing, vision, etc.), health library, and health fair.
2. Counseling services: individual appointments, group therapy, referral for long-term therapy.
3. Programs offered through the Mathews Athletic Center.
4. Other wellness related programs and activities sponsored by the Division of Student Affairs or other departments on campus.
5. Student ID card for use in the library and for meals.

The enrollment fee is payable by all traditional students upon acceptance to the College or upon being readmitted to the College. The fee reserves a space in class and allows a student to continue to register in subsequent semesters as long as the student remains in good standing with the College. The enrollment fee is not refundable after May 1 for newly admitted students. (See Business Office and/or section on tuition and fees in this Catalogue for re-enrollment fee information.)

Tuition and Fees for the Academic Year 2014-2015

All charges are billed by the semester and are due by the first day of class each semester.

Traditional and Encore Students

For the College Year:

Full-time Tuition (12-17 hours)	\$19,750
Room and Board*:	
Double occupancy	\$8,800
Private Room	9,800
Apartments	9,600

*All residence halls include 20-meal plan, apartments include 10-meal plan.

Billed Per semester: (Example uses double occupancy)

Fall Semester:

Full-time tuition and fees	\$9,875
Double occupancy room and board	4,400

Spring Semester

Full-time tuition and fees	\$9,875
Double occupancy room and board	4,400

Part-time tuition - per semester hour	470
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Fees (as applicable):

Audit fee - per course (Senior Citizens over 60 half-price)	\$395
Students <i>in absentia</i> registration for year	370
Overload fee - per semester hour over full-time load	470
Traditional student - Transient Rate	485
Applied music fee - 60 minute lesson	500
Applied music fee - 30 minute lesson	350
Student Teaching fee	300
Lab/course fees - per course	TBA/15-499
Transcript of record	12
Placement Files	5
Health Records	5
Activity fee for part-time resident students - per year	150
One equestrian course (for credit)	600
One equestrian course (non-credit)	600
Varsity equestrian team per semester	600
Private room fee - per semester	500
Upgrade from 10 to 20-meal plan per semester	400
Re-enrollment Fee - for Students Administratively Dropped	150
Course Challenge: Exam or Portfolio per portfolio/exam	470
Career/Life Assessment	125

Graduation Fee	150
Enrollment Fee	250
Housing Deposit	150
Summer tuition rate - per semester hour	395
Summer transient tuition rate - per semester hour	415
Technology Fee -	
Full-time students - per semester	75
Part-time students - per credit hour	5
Nursing Fee - per semester	1,000

Evening College Programs:

Application Fee	\$30
Enrollment Fee	100
Tuition per semester hour	395
Transient tuition rate - per semester hour	415
Course Challenge: Exam or portfolio	470
Audit Fee - per course (Senior Citizens over 60 half-price)	470
Overload Fee - per semester hour over full-time load	470
Graduation Fee	150

Graduate Program in Education:

Application Fee	\$60
Tuition - per Cohort	14,800
Graduation Fee	150

Tuition for the M.Ed. is a total amount for the entire program and is not computed by cost per semester hour. The tuition may be made in two payments. The first payment is due the day before orientation classes begin; the second payment due date will be announced at the first orientation session of each cohort. No adjustment of charges will be made after the day preceding the first day of orientation classes. The M.Ed. program does not provide tuition reimbursement.

In the event that an M.Ed. student repeats a course, the student will be charged additional tuition based on a prorated charge of the tuition rate of the Cohort with which the course is taken. This additional tuition must be paid prior to graduation.

Graduate Program in Business Administration (EMBA):

Application Fee	\$60
Acceptance Fee - tuition deposit*	200
Tuition	37,500
Graduation Fee	150

*\$200 will be credited toward tuition

Tuition for the EMBA is a total amount for the entire program and is not computed by cost per semester hour. The tuition may be made in two payments. The first payment is due the day before orientation classes begin; the second payment due date will be announced at the first orientation session of each cohort. No adjustment of charges will

be made after the day preceding the first day of orientation classes. The EMBA program does not provide tuition reimbursement.

In the event that an EMBA student repeats a course, the student will be charged additional tuition based on a prorated charge of the tuition rate of the Cohort with which the course is taken. This additional tuition must be paid prior to participation in the study abroad (if it occurs prior to) and graduation.

Student Teaching Assignments. Resident students' accounts will be credited for meals missed due to teaching assignments. Credits must be authorized by the chair of the Education Department. Rates will be established annually.

Contractual Obligations. Every student by act of matriculation agrees to remain for the full semester and thereby creates a liability for the payment of all charges for the semester. By entering, a student, parent, or guardian accepts the terms and regulations outlined in the Catalogue as final and binding.

Grades, transcripts, or a diploma will not be issued for any student whose financial obligations to the College have not been fully discharged. Degrees held due to financial obligations will be conferred in the next annual commencement ceremony after all obligations to the College have been met.

Scholarships, discounts, and loans will be allocated between two semesters and will be credited to the account at the beginning of each semester. Bills are mailed to the student's home address unless otherwise requested in writing by the student. Accounts not paid when due will be assessed a late fee per month.

The College reserves the right to change its fees at the end of any semester.

Payment Policy. A student may not register for or attend classes until her account has been satisfactorily paid in the Business Office. All financial obligations to Wesleyan College must be met before a student can receive a diploma or a transcript of record.

Refund Policy. Refunds are College payments returned to the student and/or to the financial aid source(s) from which payment originated. Refunds are made within thirty (30) days of the student's official withdrawal date. Refunds of overpayments are made to the student within fourteen (14) days of the funds being posted to the student account in the Business Office.

Adjustment of Charges. Wesleyan's institutional refund policy is as follows:

(A) Withdrawal from the College before the first day of classes: 100% of all charges

(B) Withdrawal from the College on or after the first day of classes:

1. Tuition:
 - (a) withdrawal during the first week of classes: 75%
 - (b) withdrawal during the second week of classes: 50%
 - (c) withdrawal after the second week of classes: none
2. Room and Board: none
3. Fees: none

The administration retains the right to adjust institutional refund rates in special circumstances of an emergency or medical nature.

Adjustment of Credits. For students who receive federal Title IV financial assistance and withdraw from the College on or before completing 60% of a semester, the refund amount (return to Title IV funds) is calculated using a statutory pro rata return policy set forth by the United States Department of Education. The pro rata return is calculated based on the percentage of funds earned while enrolled.

Return to Title IV funds are applied in the following order, as prescribed by federal law and regulations:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Federal Perkins Loan
- Federal Parent Loans for Undergraduate Students (PLUS)
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grants
- Other federal aid

Financial assistance received from state, institutional, and outside sources will be returned to those origination sources in accordance with each originator's policy for tuition refunds.

Dropping and Adding Course(s). Students should exercise great caution in making changes to their course load during the drop/take period in any term, as changes to course schedules may affect both tuition charges and financial aid. Consultation with the Financial Aid Office staff is strongly advisable before making any adjustment to a course schedule. After the drop/take period in any term, no adjustment of tuition will be made, although adjustments to financial aid may be made.

Delinquent Accounts. The College will submit past due accounts to an outside collection agency and use the full extent of the law to collect delinquent accounts. The student will be responsible for any and all costs associated with the collection of this debt.

Tuition Financing Options. Wesleyan College offers the following alternatives for financing college costs:

MasterCard, VISA, American Express, Discover, and the monthly payment plan available through the Sallie Mae Tuition Pay plan. For further information regarding these options, contact the Business Office.

Credit Balance Payments. Credit balance is the term we use to refer to excess money left over on a student account after all charges to the account have been paid. Excess funds are distributed once per week pending no system downtime or conflicts such as holidays.

Student account credit balance payments will be direct deposited into the bank account provided by the student. Students must complete the *Direct Deposit Form* providing the bank account information for the bank account into which the credit balance will be refunded. For more information, the direct deposit form, and instructions on submitting the form, please visit WesPortal, WesNet tab - Business Office -Student Link at <http://wesportal.wesleyancollege.edu>.

Financial Aid

Wesleyan College is committed to making it financially feasible for any admitted student to attend. A qualified student who wishes to attend Wesleyan should not hesitate to apply because her resources cannot cover required fees. Wesleyan awards scholarships along with financial aid from federal, state, and institutional funds including grants, loans, scholarships, and student employment.

It is important that students apply as early as possible so that the necessary forms may be processed and the financial need of each applicant may be determined. Students are encouraged to apply online.

Application Process:

1. Complete the Wesleyan College Financial aid Application. This form is provided with admission application materials or can be obtained online at <https://wesportal.wesleyancollege.edu/ICS/Admissions> or by calling the Financial Aid Office, and must be submitted to the Office prior to February 15.
2. Submit the Free Application for Federal Student Aid (FAFSA). This form is available online at www.fafsa.ed.gov. The FAFSA should be submitted to the Department of Education by February 15. Any applications received after the suggested deadline will be given consideration only if funds are available.
3. Legal residents of Georgia should complete the Georgia Student Financial Aid Application (GSFAPPS) to apply for the HOPE, Zell Miller, and Georgia Tuition Equalization Grant. The application may be completed online at www.gacollege411.org.

Transfer students. Until transfer credits from their previous institutions are approved and accepted by the Registrar, students will be treated as incoming freshmen for the initial determination of aid eligibility.

Masters Program. Students enrolled in the Master of Education or Executive Master of Business Administration programs at Wesleyan College may complete the financial aid applications listed above or contact the Financial Aid Office for financial assistance. Funds may be available through private, state, and federal programs for these students.

Financial Aid Policies

- An applicant for financial assistance must be a U.S. citizen or eligible non-citizen.
- An applicant for financial assistance must be admitted as an eligible degree-seeking student to the College before financial assistance can be awarded.
- In most instances, financial assistance from the institution is granted only to students who enroll full-time (12 credits per semester), although assistance from certain federal and state programs may be available to those attending less than full-time.
- Financial assistance is generally awarded for the two semesters (i.e., Fall and Spring) of the regular academic year. Students interested in the summer session(s) should discuss summer enrollment plans with the Financial Aid Office at least two weeks before summer term begins. Wesleyan scholarship and grant funds are not available for summer terms.
- Students receiving scholarships from agencies outside of Wesleyan College are required to advise the Financial Aid Office. Some adjustment of the financial aid originally awarded may be necessary.
- Students' financial aid awards will be automatically credited to their accounts after the Drop/Take period of each semester, provided all necessary paperwork is completed (with the exception of student work-study awards). Work-study awards are paid to the student after the student earns these funds.

- Academic scholarships and other College awards are made to students who attend full-time (minimum 12 semester hours per term) as a traditional student or an ENCORE student. Following the initial semester award, College awards are renewable for seven additional semesters (fall and spring only), as long as the student continues to meet eligibility criteria.

Policy on Satisfactory Academic Progress. In accordance with the Higher Education Act of 1965, as amended, students must be making satisfactory academic progress to qualify for and continue to receive Title IV Federal financial aid. The satisfactory academic progress standards for federal financial aid recipients at Wesleyan are as follows:

Undergraduate Students

Qualitative component: All students are expected to maintain the academic standards outlined by the Provost of the College. Students are expected to maintain a cumulative grade point average of 2.00. Students who fail to meet this requirement may be placed on financial aid probation or have their financial aid terminated.

A student receiving financial aid who is placed on academic exclusion will have her financial aid terminated. A financial aid applicant who was placed on academic probation at the end of her last semester of attendance risks eligibility for financial aid.

Quantitative component: In addition to maintaining the specified grade point average, a student must complete her degree within a maximum time frame and successfully complete minimum time frame and successfully complete a minimum percentage of hours each academic year.

- A student must successfully complete 67% of all courses attempted at Wesleyan. A course is considered "attempted" if the student was enrolled at the end of the Drop/Take period.
- For part-time students, satisfactory academic progress is defined as the successful completion of a minimum of 75% of the course work attempted during the regular academic year.
- The grades of A, B, C, D, or CR count as successful completion of a course. The grades of F, W, or I do not count as the successful completion of a course.
- At Wesleyan College the maximum time frame allowed is 150% of the number of semester hours required to earn the degree. For example, a student pursuing a degree which requires 120 semester hours, may not receive financial aid after attempting 180 hours.

A full-time student may receive financial aid for up to twelve semesters (six years) of full-time attendance as long as she is making satisfactory academic progress toward an undergraduate degree and meets all other eligibility requirements. Institutional financial assistance, as opposed to federal or state aid, is limited to eight semesters.

Graduate Students

All graduate students are expected to maintain the academic standards set by the faculty and stated in the graduate section of this Catalogue (M.B.A. and M.Ed.)

Policy on Return of Title IV Funds. Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students "earn" a percentage of the funds each day of class attendance.

When a student who has received federal financial aid funds (Title IV Funds) ceases attendance before the end of the semester or period of enrollment, federal law requires Wesleyan to calculate the percentage and amount of "unearned" financial aid funds that must be returned to the federal government. Once a student has completed more than 60% of the enrollment period, students are considered to have earned all funding received. This calculation may have the effect of requiring the student to repay funds that have already been disbursed to the student. Aid recipients are required to meet with their financial aid counselor prior to making the decision to withdraw from school.

Financial Aid Appeals. Students have the right to appeal any financial aid decision. Appeals of decisions to suspend aid for any reason and information clarifying aid policies should be addressed to the Student Progress Committee no later than 30 days from the date of notification. All appeals should be submitted to the attention of the Director of Financial Aid.

Institutional Scholarships, Grants, and Loans

Wesleyan Scholarship Program. Each year Wesleyan College offers academic, leadership, and performance art scholarships to academically deserving students. These awards are available on a competitive basis to outstanding incoming first-year and transfer students.

Scholarship policy. All merit scholarship or awards are renewable from year to year, provided the student is enrolled full-time (12 or more semester hours) as a traditional or ENCORE student at Wesleyan, maintains the required grade point average, and satisfies other stipulated conditions of her scholarship as identified in the Statement of Understanding which accompanies a scholarship offer. The Student Progress Committee meets each semester to review student scholarship eligibility. No combination of scholarship and/or grant assistance offered by the College (federal, state, or institutional) can exceed a student's cost of attendance as determined by the Financial Aid Office.

No combination of institutional scholarship or grant assistance may exceed the cost of tuition and fees, and room and board. Scholarships and grants received from outside sources may be applied toward the cost of books and miscellaneous expenses provided aid from all sources does not exceed the student's calculated cost of attendance. Wesleyan reserves the right to reduce the amount of the award by the amount of such overpayment. Students may not receive more than one Wesleyan College Merit Scholarship. If a student is awarded a Merit Scholarship and/or award and at a later date is offered another one of higher value, she must decide which scholarship/award she will accept. Scholarship offers are contingent upon acceptance. Actual scholarship amounts may vary from published amounts based on availability of funds and combined total awards for individual students.

Wesleyan National Excellence Scholarship. Full-tuition scholarships are awarded to students selected as National Merit Finalists, National Achievement Finalists, or National Hispanic Scholars. Recipients of this scholarship must report Wesleyan as their first choice college to the National Merit Corporation. To receive optimal consideration, students should complete the application process by February 1. A student may receive this scholarship for a maximum of eight semesters. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative Wesleyan GPA of 3.40.

Trustee Scholarship. The Trustee Scholarship is awarded to incoming first-year and transfer students. The Trustee Scholarship is valued at \$14,000. To receive optimal consideration, students should complete the

admission application process by November 15. A student may receive this scholarship for a maximum of eight semesters. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative Wesleyan GPA of 3.25.

Presidential Scholarship. The Presidential Scholarship is awarded to incoming first-year and transfer students. The Presidential Scholarship is valued at \$12,000. To receive optimal consideration, students should complete the application process by November 15. A student may receive this scholarship for a maximum of eight semesters. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative Wesleyan GPA of 3.10.

Provost's Scholarship. The Provost's Scholarship is awarded to incoming first year and transfer students. The Provost's Scholarship is valued at \$10,000. To receive optimal consideration, students should complete the application process by November 15 and compete in one of the College's Scholarship Days. A student may receive this scholarship for a maximum of eight semesters. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative Wesleyan GPA of 3.00.

Findlay Fellowship. Two Findlay Fellowships are awarded each year to incoming first-year or transfer students. The Findlay Fellows program was founded by Cuyler and Gayle Findlay. These fellowships are designated for incoming students who intend to declare a major in either the humanities or social sciences and who demonstrate particular promise for intellectual inquiry. Candidates must complete a special scholarship application and attend one of the College's Scholarship Days. Findlay Fellows receive an annual \$19,750 scholarship and are also eligible for up to \$500 annually toward funding research. A student may receive this scholarship for a maximum of eight semesters. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative Wesleyan GPA of 3.40.

Munroe Scholarship. Two Munroe Scholarships are awarded each year to incoming first-year or transfer students with interests in the natural sciences and mathematics. Preference is given to students who demonstrate particular promise in scientific inquiry or research. Mrs. Julia M. Woodward, Mrs. Margaret Munroe Thrower, and Mrs. Mary Gray Cobey founded the Munroe Scholars Program. Candidates must complete a special application and attend one of the College's Scholarship Days. Munroe scholars receive an annual \$19,750 scholarship and are also eligible for annual research funding. A student may receive this scholarship for a maximum of eight semesters. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative GPA of 3.30. Interested students should contact the Admission Office or Division of Natural Sciences and Mathematics for information.

Lane Scholarship. The Lane Scholars Program provides three scholarships annually to academically superior first year applicants for admission whose intended major is in the area of Fine Arts. Candidates must complete a special application and attend one of the College's Scholarship Days. Each scholarship recipient receives an annual award valued at \$19,750. This program is in honor of Linda H. Lane, an associate professor of music at Wesleyan; in addition, she was a friend, leader and benefactor to the College. A student may receive this scholarship for a maximum of eight semesters. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative GPA of 3.30.

Mary Knox-McNeill Scholarship. This is an annual scholarship for students who demonstrate outstanding academic achievement along with a commitment to faith and community service. Recipients must have a minimum

GPA of 3.0 and an SAT score of at least 1000. For consideration, students must submit certification of church membership from their pastor and provide a letter of support from a service agency to document service activities. Preference will be given to students from the Central Savannah River Area of Georgia and to students who are active members of the United Methodist Church. Two \$19,750 scholarships will be awarded each year. The scholarship is renewable for a maximum of eight semester. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative GPA of 3.00. Candidates should plan to participate in Scholarship Day. Applications are available through the Office of Admission.

Pitts Scholarship. The Margaret Pitts Endowed Scholarship awards financial support to a Methodist woman who has held leadership positions in her church and school. Margaret Pitts was a devout Methodist who was generous with both her resources and time to Methodist causes throughout her long life. This scholarship has been established by and named for Margaret Pitts' parents. This scholarship is awarded to United Methodist students who demonstrate outstanding academic achievement and leadership along with a commitment to faith and community service. Recipients must have a minimum GPA of 3.0 and a SAT of 1000 or an ACT of 21. For consideration, students must submit certification of church membership from their pastor and provide a letter of support from a service agency to document service activities. Two \$19,750 scholarships will be awarded each year. The scholarship is renewable for a maximum of eight semesters and the student maintains a 2.50 cumulative GPA. Candidates should plan to participate in Scholarship Day. Applications are available through the Office of Admissions.

Heyward Scholarship. This scholarship is awarded to an incoming student majoring in music and the award is renewable for a maximum of eight semesters as long as the student remains a music major and maintains a 2.50 cumulative GPA, as described in the Statement of Understanding. The scholarship is valued at up to \$5,000 per year and is limited to four Heyward scholars each academic year. Interested candidates should plan to audition with the music faculty during Scholarship Day.

Fine Arts Awards. Wesleyan recognizes students with special talents in art, music, and theatre through its performance arts scholarship programs. Interested students must audition for a music or theatre award or submit a portfolio for an art award. These awards range in value from \$1,000-\$3,000 per year and are renewable upon satisfaction of both academic and participation requirements as stipulated in the scholarship statement of understanding.

Leadership Awards. Throughout the years Wesleyan graduates have proven to be leaders in their chosen professions and communities. Each year the College recognizes students with proven records of leadership and service to others with leadership awards. These awards vary in value from \$1,000-\$3,000 per year, and are renewable according to the stipulations described in the scholarship statement of understanding.

Peyton Anderson Scholarship. This full tuition, room, and board scholarship recognizes outstanding female students from Georgia who are committed to becoming teachers in grades K-12 in a Central Georgia public school system. One-fifth of the scholarship is awarded as a loan that can be forgiven at 20 percent per year over a consecutive five-year period if the recipient is teaching within the designated Middle Georgia area (Bibb County and its contiguous counties). Eligible candidates must complete a scholarship application, and have a minimum of a 3.6 grade point average on a 4.0 scale and an 1100 SAT. One scholarship is awarded each year. Preference is given to applicants from Middle Georgia. The scholarship is renewable according to the stipulations cited in the scholarship statement of understanding.

Alumnae Grants. Daughters and granddaughters of Wesleyan alumnae are eligible for the Alumnae Grant, which ranges from \$100 to 20 percent of the student's tuition, unless a student has already received a scholarship of any type that is valued at 20 percent or more of tuition. A student may not receive the ministerial or family award in addition to the alumnae award.

Family Grants. Family Grants are given to one student when two students from the same household (sisters or mother and daughter) attend Wesleyan concurrently. The family grant ranges from \$100 to 20 percent of tuition, unless a student has already received a scholarship of any type that is valued at 20 percent or more of tuition. A student may not receive the ministerial or alumnae award in addition to the family grant.

Ministerial Grants. Dependent daughters and spouses of United Methodist ministers are eligible to receive a grant for each year of attendance at Wesleyan. The ministerial grant ranges from \$100 to 20 percent of tuition, unless a student has already received a scholarship of any type that is valued at 20 percent or more of tuition. A student may not receive the alumnae or family awards in addition to the ministerial scholarship.

Methodist Scholarship Award. This scholarship is awarded to all students who are active members of The United Methodist Church. If a student's United Methodist church agrees to give her a scholarship, Wesleyan College will use this award to match that scholarship for each year it is awarded.

United Methodist Scholarships. The United Methodist General Board of Higher Education and Ministry and The United Methodist Higher Education Foundation award scholarships to United Methodist students attending Wesleyan. Scholarships range from \$500 to \$2,000 per year and are for one year only. Awards may be renewed based upon application.

Wesleyan College Student Employment. Each year Wesleyan employs a number of students. This College employment program is designed similarly to the federal work-study program. While not limited to students with demonstrated financial need, this program gives first preference to students who have demonstrated financial need or who offer special work skills.

Federal and State Financial Aid

Federal Pell Grant Program. Eligibility for the Federal Pell Grant is determined by the completion of the Free Application for Federal Student Aid form. The expected family contribution (EFC) formula derived by the Department of Education is the standard formula used in determining eligibility for the Federal Pell Grant. Pell grants range from \$200 to \$5,730 per academic year.

Federal Supplemental Educational Opportunity Grants. These are awarded to students with exceptional financial need. F.S.E.O.G. awards may range from \$100 to \$4,000 per year.

Federal Work-Study Programs. This is a federal program designed to provide a student the chance to pay part of her educational expenses by working at a part-time job on campus. To be employed under this program, the student must 1) be enrolled or accepted for enrollment; 2) show evidence of financial need; and 3) be capable of maintaining good academic standing while employed under this program. Preference will be given to students of exceptional financial need. Limited funds are available for campus jobs to students who do not meet the above criteria.

Georgia Tuition Equalization Grant. The GTEG program is an annual tuition grant made available by the state of Georgia to qualified Georgia residents for attendance at approved private colleges in the state. To be eligible for this grant, the student must be a United States citizen who has resided in Georgia for at least 12 months prior to the date of registration for any particular semester, and whose academic load meets the requirements specified by the Georgia Student Finance Commission (presently 12 hours per semester). This grant is not based on financial need. To be considered for the grant, students must file an application online at www.gacollege411.org by the end of the term for which aid is needed. The form is also available in the Office of Financial Aid.

Georgia HOPE (Helping Outstanding Pupils Educationally) & Zell Miller Scholarships. Georgia's HOPE and Zell Miller Scholarships are available to Georgia residents who have demonstrated academic achievement at the high school and/or college level. The scholarship provides funds to address the costs associated with tuition for students who are pursuing a degree in Georgia's colleges and universities.

To receive HOPE or Zell Miller Scholarship funding, students must:

- Have graduated from an eligible high school with a 3.0 grade point average for HOPE and 3.70 GPA and 1200 combined Critical Reading and Math SAT or 26 ACT Composite for Zell Miller,, as defined by the HOPE program, or have earned at least a 3.0 grade point average for HOPE or 3.30 grade point average for Zell Miller at the college level at specific credit-hour checkpoints. Students who earned a GED or graduated from an ineligible high school or home study program may qualify for a HOPE Scholarship, as an entering freshman, based on their SAT or ACT scores.
- Be enrolled as a degree-seeking student.
- Meet HOPE's Georgia residency requirements.
- Meet HOPE's U.S. citizenship or eligible non-citizen requirements.
- Be in compliance with Selective Service registration requirements.
- Be in compliance with the Georgia Drug-Free Postsecondary Education Act of 1990. A student may be ineligible for HOPE payment if he or she has been convicted for committing certain felony offenses involving marijuana, controlled substances, or dangerous drugs.
- Not be in default or owe a refund on a student financial aid program.
- Maintain satisfactory academic progress as defined by the college. A student may renew a HOPE or Zell Miller Scholarship if she has not attempted more than 127 semester hours at all colleges attended.

Federal Subsidized Stafford Loan Program. Under the Federal Stafford Loan, the Department of Education subsidizes the interest while the student-borrower is enrolled in school at least half-time or is in a grace or deferment period.

Federal Unsubsidized Stafford Loan Program. This Federally insured loan is a non-need-based loan available to independent students or dependent students who may not qualify for the Federal Subsidized Stafford Loan or whose parents have been denied a Federal Parent PLUS Loan. The difference between the subsidized Stafford loan and the unsubsidized Stafford loan is that the interest accumulates on an Unsubsidized Loan while the student is enrolled in school.

Stafford loan amounts are based on the student's financial need and grade level.

Stafford Loan Maximums

Student Level & Dependency Status	Maximum Stafford (subsidized and unsubsidized)	Maximum Subsidized
Dependent freshman	\$5,500	\$3,500
Dependent sophomore	\$6,500	\$4,500
Dependent junior or senior	\$7,500	\$5,500
Independent freshman	\$9,500	\$3,500
Independent sophomore	\$10,500	\$4,500
Independent junior or senior	\$12,500	\$5,500
Graduate/professional	\$20,500	

Federal Parent Loan for Undergraduate Students Program (PLUS). Federal PLUS Loans enable parents with good credit histories to borrow to pay the educational expenses of their daughter who is a dependent undergraduate student enrolled at least half time (six credit hours). The yearly limit on the Federal PLUS Loan is equal to the cost of education minus any financial aid and other resources received for the year.

GradPLUS Loan. PLUS Loans for Graduate and Professional Degree Students are available to graduate level students who have already borrowed up to their annual loan limits in Unsubsidized Stafford Loans. Under the GradPLUS Loan Program, students may borrow up to their cost of attendance minus other estimated financial aid assistance. Approval is granted after the determination that the applicant does not have an adverse credit history. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA).

Federal Perkins Loans. These federal loans are made to students with exceptional financial need. Undergraduate students may borrow up to \$5,500 per year. No principal is due on the loan nor interest charged while the student is enrolled at least half-time and for nine months after half-time studies are terminated.

VA Benefits. Undergraduate and Graduate degree programs at Wesleyan College are approved for Veterans' Educational Benefits. Individuals who enroll and are eligible to receive financial assistance through the U.S. Department of Veterans Affairs, should contact the College's Financial Aid Office regarding VA certification. VA recipients should not assume that contacting the Financial Aid Office relieves them of payment obligations. Unless the student is eligible to participate in the VA Chapter 31 or 33 Benefits Programs (allowing schools to bill the government and receive direct payment) the benefits are paid to the student, not the College. Therefore, students who receive VA benefits must make appropriate payment arrangements with the Business Office not later than the first day of class each semester.

Note: The College reserves the right to change policy. Students should contact the Financial Aid Office or refer to current admission and financial aid publications for updated information on programs and policies.

Student Life

Wesleyan strives to exist as a community of scholars - a community comprised of students, faculty, staff, and administrators. Respect for the individual student and for the individual student's contributions to the College community drives the academic and co-curricular programs of the College. Enthusiasm and respect for diversity of culture and thought permeates the Wesleyan community. Students from different cities, states, countries and cultures, and students with many different ideologies enrich the Wesleyan experience for all members of the College community.

Division of Student Affairs

Student Affairs Mission Statement. The Division of Student Affairs is committed to the continued development of a living and learning environment that enriches students' lives by acting as a catalyst for learning opportunities in and out of the classroom. These opportunities encourage a student to reach her potential academically, socially, physically, and spiritually. In our commitment to advancing the mission of the College, we strive to instill in each student a longing for and commitment to true community in her life and in the world.

Office of the Vice President, Dean of Students. The Vice President for Student Affairs and Dean of Students oversees the Division of Student Affairs and is responsible for the overall quality of campus life. The Vice President is available to assist students with problems and concerns. The Vice President oversees areas of residence life, student activities, career development, athletics, health services, food services, Mathews Fitness Center, spiritual activities, campus police, leadership programs, and new student orientation.

Orientation. First-year and transfer students are required to attend new student orientation and are encouraged to participate in planned educational and social activities in order to become acquainted with the academic program and co-curricular opportunities available at the College.

Student Housing. Wesleyan is a residential college and we feel that living on campus provides students with valuable learning opportunities outside of the classroom. Wesleyan is committed to making students' time on campus a significant part of their overall educational experience by providing valuable opportunities in the residence halls and through student programming. Because Wesleyan College values the residential living experience, we require all traditional students to live on campus during their enrollment. A variety of housing options are available to Wesleyan students in five residence halls and two apartment buildings. Most rooms are designated as double occupancy with a select number of rooms available as a private room at an additional cost to the student. Elizabeth Turner Corn Hall and the Ernest Pauline Pierce Corn Hall provide apartment-style living for upper-class students. Two residence halls are specifically designated for our first-year students while the remaining three halls are open to sophomore, junior and senior students. Non-traditional students are welcome to be part of the residential experience and should contact the Director of Residence Life about opportunities to live on campus. For exceptions to the residency requirement and additional information on Residence Hall Policies and Procedures, please see the Wesleyanne Student Handbook.

Religious Life. The Offices of the Chaplain and Director of Campus Ministry oversee multiple campus ministries whereby students are strengthened spiritually and intellectually in their chosen faith tradition. The Director of Campus Ministry serves as advisor to the Council on Religious Unity and is responsible for securing advisors for each of the religious groups on campus. The Chaplain assists religious groups in arranging worship opportunities

and special observances within their traditions. Chapel services are conducted regularly. The College Chaplain is available for individual and group counseling on spiritual and personal matters. The Chaplain's office and the Director of Campus Ministry is located in Huckabee Hall.

Career Development/Internship Services. The career development program encourages a four-year approach to career exploration and job-search preparation. The Director of Career Development provides career advising, educational programming, and on-campus interviews as well as a variety of internship opportunities in conjunction with the academic program. The Director maintains information about careers, internships, employment opportunities, and graduate schools. The College's Internship Program provides students with an opportunity to participate in credit bearing internships and is a significant component of Wesleyan's overall academic curriculum. Through the Internship Program, students are able to relate theory to actual practice and gain valuable work experience while continuing their academic studies. In addition, an electronic job board is located in the Google mail folders and on WesPortal which has postings of employment and internship opportunities.

Athletics. The Department of Athletics, part of the Division of Student Affairs at Wesleyan College, is dedicated to challenging student-athletes to reach their potential through a strong commitment to excellence, academics, teamwork, and service to the community. This dedication instills pride and camaraderie throughout the Wesleyan community by creating a fun and healthy environment for success. In our commitment to advancing the mission of Student Affairs and the College, we strive to instill in each student a healthy commitment to her personal well-being, and development, through fair play and amateur athletic competition.

Wesleyan Athletics are part of the National Collegiate Athletic Association (NCAA-Division III) and offers intercollegiate competition in soccer, volleyball, basketball, tennis, and softball. Wesleyan also supports an equestrian team that is a member of the Intercollegiate Horse Show Association (IHSA).

Health Services. All full-time traditional and Encore students are eligible to utilize Health Services. The Director of Health Services is a nurse practitioner with office hours Monday through Friday during the academic year and specified hours during the summer. A physician is available at designated times during the academic year. The Health Services staff provides treatment of common illnesses and minor injuries, physical examinations, limited diagnostic testing, and health education. Students may be referred off campus for more specialized diagnostic testing or physician evaluation.

All students must provide verification of immunity or documentation of the immunizations that are required for college admission. In addition, all new students at Wesleyan are required to have a PPD tuberculosis test within six months prior to college entrance. All new traditional students are required to have a physical examination within 12 months prior to college entrance. All students must provide the required medical documents prior to moving on campus. All documentation must be in the English language.

Health Insurance. Wesleyan College requires all full-time traditional, full-time Encore, to have hospital/accident insurance or other health care coverage (by a United States health insurance carrier). At the beginning of each academic year of enrollment, students must provide proof of health insurance or other health care coverage for the entire year. Students who are covered under a HMO, PPO, POS, or other insurance policy that does not provide coverage in Macon will be required to purchase a policy that provides coverage in Macon. All students must provide proof of insurance or other health care coverage before they will be permitted to move on campus.

Students who are required to have insurance will automatically be enrolled in health insurance through the school unless an insurance waiver is completed and approved prior to the designated deadline. The insurance premium will be billed to the student's college account and cannot be refunded if the students completes the waiver after the designated deadline or withdraws from the college. To waive the insurance, students must enter the required health insurance information on the insurance website. The insurance company will verify the insurance information before the waiver is approved. For questions regarding health insurance requirements, please contact Health Services.

Student Counseling Services. The Director of Student Counseling Services is a licensed mental health professional who provides individual, short-term counseling by appointment and leads various group sessions. The director makes referrals as needed for psychiatric care and long-term counseling. All visits are confidential. Counseling services are available, by appointment, Monday through Friday.

Campus Police. The Wesleyan Police Department provides 24-hour, 365 days a year service. Students, faculty, staff, and visitors are encouraged to report all incidents of crime and emergencies to the Wesleyan Police as soon as possible. The officers are state certified police officers who have been authorized by the State of Georgia to exercise all enforcement powers, including the power of arrest, and authorized by the governing body of the College to have jurisdiction over the College campus. Campus Police may be contacted from any on-campus phone by calling 5145, or by calling 478 757-5145. Campus phones are located outside each residence hall. Officers will provide night time escort service on campus for students. The Wesleyan Police Department crime statistic report can be found on the college website under campus safety and on the WesPortal.

International Student Services. International Student Services provides resources designed to promote the academic and social success of international students. The Coordinator of International Student Services helps to educate international students on their legal rights and obligations as well as facilitate compliance with government regulations for non-resident alien students, acting as the Designated School Official. The Coordinator also directs International Student Orientation.

Mathews Fitness Center. The Mathews Fitness Center is a multi-purpose building that serves students, faculty, staff and community members. The facility offers an aerobics studio, weight-training facility, cardio equipment, treadmills, ellipticals and stationary bikes. The center provides weekly yoga, pilates, cycle Reebok, cardio and strength training classes.

Food Service. Food Service on campus is provided through Aramark. All residential students have a board plan, which is part of the residence hall fee. Twenty meals per week (no Saturday breakfast) are provided for students in residence halls and ten meals per week are provided for students in apartments. Non-boarding students, faculty, staff and guests may eat in the Anderson Dining Hall by purchasing meals through the cashier.

Honor Code. The Honor Code is the foundation upon which life in the Wesleyan College community is built. It is based upon the idea that individual freedom is a right founded upon responsibility. A student is expected to tell the truth, respect others and their property, and maintain academic and personal integrity and honesty in all areas of her college life. If a student violates a principle of the Honor Code at any time, the student is honor-bound to turn herself in (self-report). Likewise, if a student is aware that a fellow student has violated an honor principle, the student is honor-bound to ask the violator to self-report within 24 hours or report the violation.

Maintaining these principles of honor is the ideal toward which we strive. Membership in the college community involves establishing and maintaining these broad honor principles. It is understood that by becoming a student at Wesleyan, an individual signifies her acceptance of the Honor Code. Please refer to The Wesleyanne: Student Handbook for more information regarding the Honor Code, Honor System and other judicial processes on campus.

Honor Pledge. As a member of the Wesleyan College student body, I will uphold the Honor Code, strive for personal honesty and integrity in all areas of my life, and fulfill my responsibility for maintaining the Honor Code in the college community.

Student Activities. The Director of Student Activities serves as a resource for all clubs, groups and student organizations, advising them regarding all regulations and procedures as stated in The Wesleyanne. In addition, the Director oversees all student organizations' budgets and the disbursement of funds associated with these accounts. The Director also coordinates all major campus events with the assistance of the Campus Activities Board (CAB). In addition, the Director is also the advisor for the Student Government Association (SGA)

Student Government Association. The Student Government Association (SGA) represents the Wesleyan student body. Students elect representatives to serve on Senate, the legislative body, which meets weekly. SGA emphasizes responsibility and order, and supports an active liberal arts environment. SGA contributes to co-curricular life at the College. The development of leadership and responsible citizenship, in conjunction with Student Affairs, is the primary goal of the Wesleyan Student Government Association.. SGA makes recommendations for the allocation of student activity funds through Student Affairs. These funds support student services, student activities, and publications.

Council on Judicial Affairs. The Council on Judicial Affairs (CJA) oversees the judicial process of the Honor System, and coordinates activities designed to promote understanding of, interest in, and support for, the Honor System. CJA meets weekly. Members of CJA also serve on the Honor Council that hears social and academic violations of the Honor Code.

Campus Activities Board. A wide variety of student activities and social events at Wesleyan are planned and administered through the efforts of the Campus Activities Board (CAB). CAB serves to provide quality programming that encourages campus community and provides students with leadership development opportunities. CAB plans dances, comedy events, musical performances, movies and other activities throughout the year.

Student Recreational Council. The Student Recreational Council (SRC) works to provide students with opportunities to participate in a number of recreational activities. SRC specializes in outdoor activities and programs both on- & off-campus. Special weekend programs such as day hikes, whitewater rafting and ski trips are offered throughout the year.

Council on Religious Unity. The Council on Religious Unity (CRU) works with a variety of religious organizations and their activities on campus. CRU helps to encourage the religious and spiritual life of students. Working with the College Chaplain, CRU plans a series of ecumenical services and convocations throughout the year.

Student Organizations. Wesleyan offers a variety of campus organizations to meet the social, educational, spiritual, and recreational needs of students. These organizations, started and run by students, are open to all traditionally enrolled students. If students cannot find an organization to meet their needs, they are encouraged to

start their own by contacting the Director of Student Activities. For a complete list of student organizations at Wesleyan, please refer to *The Wesleyanne: The Student Handbook*, available on WesPortal.

Policies and Procedures. All campus policies and procedures can be found in *The Wesleyanne: The Student Handbook*. The Wesleyanne can be found on the portal and on the college Website. Students are required to read and adhere to all regulations.

Music and Theatre

Music

Faculty and students offer concert programs and recitals in a variety of places both on and off-campus. The Wesleyannes and the Concert Choir perform in the Annual Christmas and Spring Concerts. Members from the two vocal ensembles participate in annual tours to perform in area churches, schools and retirement homes. Occasionally these tours have included trips overseas. The Instrumental Ensemble and Percussion Ensemble perform on campus at least once each semester. Students have access to a number of guest artists through master classes, workshops, and concerts as part of the Wesleyan Programs and Exhibitions offerings as well as those offered by the Music Department.

Wesleyan and the Macon Concert Association offer a series of programs on campus open to students at no admission charge (though seating is limited). Recent offerings have included the Pilzen Philharmonic from the Czech Republic; Bertrand Gireau, a pianist from France; Caroline Thomas, soprano and Wesleyan alumna who has an established operatic career in Germany; Asmira Woodward-Page, a violinist from Australia; Domenico del Guidice, a guitarist from Italy; "Music, She Wrote," a program featuring the music of women composers and other offerings. Students also have opportunities to hear the Macon Symphony Orchestra and presentations offered by the Central Georgia Opera Guild at the Grand Opera House in downtown Macon.

Theatre

The Theatre Department mounts three or more plays each year in the large Porter Auditorium and the intimate Grassmann-Porter Studio Theatre. Participation is open to every student at Wesleyan, regardless of her major. Students who act or do technical work in Theatre Department productions are strongly encouraged to enroll for course credit in THE 235 or THE 320. Recent Wesleyan productions include Pearl Cleage's African American play, *Flyin' West*; festivals of new plays by student playwrights; *Princess Ida*, a musical adapted from the Gilbert and Sullivan operetta; *Medea/Myth*, a modern response to Euripides; *Dead Man's Cell Phone* by Sarah Ruhl; *Poof!* by Lynn Nottage; *The Zoo Story* by Edward Albee; Shakespeare's *Twelfth Night*; and Ionesco's *The Bald Soprano* and *The Lesson*. Every other year, student directors present a bill of one-act plays. The Music and Theatre departments occasionally collaborate on musical productions and revues. In addition to College productions, guest artists perform and speak at Wesleyan. Recent visiting artists include film producer M. Elizabeth Hughes and actor/playwright Ann Randolph.

Business Services

Student Bank. The Student Bank is located in the Business Office in Tate Hall. Students may deposit their personal funds but service is limited to one deposit and one withdrawal per day. Banking hours are from 9 a.m. - 2 p.m., Monday through Friday. Personal checks will be accepted for deposit or cashed up to but not beyond two weeks before the end of the semester.

Campus Store. The campus store is located on the ground floor of the Olive Swann Porter building. The campus store provides a wide range of goods including school supplies, art supplies, Wesleyan merchandise, gifts for all ages, health and beauty products, medicine, cold drinks, coffee, and snacks. The campus store strives to provide the best service possible to Wesleyan's students and will be having periodic promotions for all students.

Online Bookstore. Wesleyan College's official textbook provider is MBSDirect. Students are encouraged to order books early through our online bookstore at <http://bookstore.mbsdirect.net/wesleyancollege.htm>.

Post Office. The campus post office is located on the ground floor of the Olive Swann Porter building. The campus post office receives and distributes the U. S. mail, sells stamps, and processes outgoing and campus mail.

Community Centers

The Center for Creative and Performing Arts

The recently created Center for Creative and Performing Arts serves Wesleyan and the Central Georgia community with a variety of visual, musical, and theatrical experiences. Our students benefit from direct links between those experiences and their courses in art history, education, English, music, studio art, theatre, and voice. Students learn from active involvement with art exhibitions, master classes in performance and voice, workshops, artists-in-residence, and visiting art historians and conservators. Focused internships are planned every semester. The Center will also contribute to the care and stewardship of the College's wide collection of art, decorative art, and furnishings.

The Center for Educational Renewal

The focus of the Center for Educational Renewal is promoting positive social, structural and curricular change in P-12 schools and the programs that prepare teachers for these settings. The Center for Educational Renewal builds partnerships with local agencies, develops alternative ways for preparing teachers, and encourages research and activism that address the problems of today's educational systems.

The Center for Women in Science and Technology

The goals of the Center For Women In Science And Technology are to engage, sustain and retain women in science and mathematics and to encourage the development of women to assume leadership roles in these fields. Wesleyan recognizes that the participation of women in science and technology fields is vital to our community and our nation and that aptitude in these areas must be encouraged from an early age. The Center provides opportunities for Wesleyan students to use their knowledge of science and mathematics by mentoring schoolchildren through the KISMET (Kids In Science, Mathematics, Engineering and Technology) program and serving as counselors for SPECTACLES math and science summer camps for Middle School girls. Other initiatives of the Center are aimed at developing mechanisms to support systemic improvements in the teaching and learning of science and mathematics. The Center is housed in the Munroe Science Center on the Wesleyan College campus.

The Lane Center for Community Engagement and Service

The Lane Center for Community Engagement and Service was established in 2002 to become a focal point of community service and engagement in Central Georgia and to serve as a role model for college/community collaboration nationally. The Center has three goals: to promote and manage specific acts of community service and engagement through assessing community needs, working collaboratively with partners to secure funding for service projects, and coordinating those projects; to instill the spirit of service and engagement into our pedagogical processes; and to teach and model civic leadership and personal responsibility through conferences, workshops, and conversations sponsored by the Center. The Center is housed in Jones Hall on the Wesleyan College campus.

The Campus

Wesleyan College is located on a 200-acre wooded campus in residential north Macon (Bibb County), a community of 150,000. In addition to the academic and residential buildings the campus includes tennis courts, a softball field, a soccer field, a fitness center, walking trails, an arboretum, Foster Lake, and an equestrian center. The buildings are of Georgian brick design, attractively situated on the large wooded and landscaped campus.

Many buildings on Wesleyan's historic campus date back to the early 1900s; therefore, any buildings constructed before 1977 may not be fully accessible. Students with physical impairments and/or disabilities should consult with the Director of the First Year Experience and Students in Transition, who serves as the Disability Services Coordinator. Wesleyan can modify the location of classes being held in inaccessible facilities to accommodate the needs of physically impaired or disabled students.

The Buildings

Lucy Lester Willet Memorial Library. This three-story Georgian brick building was constructed in 1968 and dedicated to the memory of Lucy Lester Willet, class of 1881. The main entrance is on the second floor of the library, which houses the reference collection, periodicals, popular DVDs, and computers to access the library catalogue and electronic databases. The first and third floors contain the collection of circulating materials, classrooms and study rooms, and the Media Room.

The **Strickland Room**, Room 107, named in honor of W. Earl Strickland, president of Wesleyan from 1960 to 1979, is a smart classroom located on the first floor of the library. The room is equipped with a SMARTboard, VCR/DVD, sound system, and a projector.

Room 122 is a smart classroom located on the first floor of the library. The room is equipped with twenty computers, a Sympodium, VCR/DVD, sound system, and projector.

The **Georgia Room**, located on the third floor, houses the library's Special Collections, with books about Georgia and by Georgia authors, including many volumes presented in 1931 by the late Judge Orville A. Park. The room also contains items of rare Americana donated by the late Tracy W. McGregor, a General Special Collections, and items significant to Wesleyan College history.

The **Robert K. Ackerman Reading Room**, now the China Room, dedicated in 1998 in honor of the College's twenty-second president is an exhibit space for some of the gifts and memorabilia related to the Soong Sisters, Madame H. H. Kung (Soong Ei-Ling), Madame Sun Yat Sen (Soong Ching-Ling), and Madame Chiang Kai-Shek (Soong May-Ling).

The **Confucius Institute**, located on the first floor of the library, is a public institution aligned with the Government of the People's Republic of China that aims to promote Chinese language and culture, support local Chinese teaching, and facilitate cultural exchange. The Confucius Institute contains exhibit space for some of the gifts and memorabilia related to the Soong Sisters, Madame H. H. Kung (Soong Ei-Ling), Madame Sun Yat Sen (Soong Ching-Ling), and Madame Chiang Kai-Shek (Soong May-Ling), as well as other art work and memorabilia from China.

Candler Building. Presented to the College by the late Judge John Slaughter Candler of Atlanta in memory of his parents, Samuel and Martha Beall Candler, the Candler Building was designed by renowned architect Phillip Shutze and is an outstanding example of Georgian architecture. Originally used as the College library, the building was renovated in 1971 as the Candler Alumnae Center and currently houses the Office of Alumnae Affairs, the Office of Institutional Advancement, the Oval Hall, and the Benson Room. The Benson Room is equipped with projector and wireless (Wi-Fi) network.

Tate Hall. Tate Hall, made possible by a gift from the late Colonel Sam Tate of Tate, Georgia, contains classrooms for communication, women's studies, English, history, modern languages, religion, philosophy. The Department of Mathematics moved to Tate Hall in the fall of 2011. The President's Office and other administrative offices, including the **Office of Financial Aid**, are located in Tate Hall. It contains seven SMART classrooms with projection equipment and wireless (Wi-Fi) network.

Munroe Science Center houses the biological sciences, chemistry, nursing, and experimental psychology. Built in 2006, the 42,000 square foot building was made possible by the generosity of the Munroe sisters and their families: Julia Munroe Woodward, Margaret Munroe Thrower, and Mary Gray Munroe Cobey. The Munroe science center boasts numerous teaching laboratories, two classrooms, modern research labs for faculty-student research, animal facilities, a greenhouse, an astronomy platform, and the Center for Women in Science and Technology. On the west wing of Munroe is the nursing wing which houses the nursing classroom and state of the art nursing simulation lab. Munroe has Wi-Fi access throughout and over twenty classrooms and labs with projection and SMARTboard equipment.

Taylor Hall. Taylor Hall, named in honor of the late Robert Jenks Taylor of Macon, underwent a multimillion dollar renovation in 2009-2010. The facility houses laboratories and classrooms for education, physics, psychology, and business. The building also contains the **Peyton Anderson Amphitheatre**. Taylor contains offices, a computer lab, physics and psychology labs, a student lounge, and numerous SMART classrooms with SMARTboards and projection equipment to enhance the learning experience. The education wing features a model science education classroom/laboratory, a model early childhood classroom, and the Wesleyan Center for Educational Renewal.

Olive Swann Porter Student Life Center. The Olive Swann Porter Student Life Center is a memorial to the wife of benefactor James Hyde Porter, a trustee of Wesleyan College for many years. Mr. Porter furnished the beautiful foyer in 1942 to his exact specifications. Throughout the building, lovely antiques and paintings from Wesleyan's extensive collections can be found. The building underwent a major renovation beginning in the year 2000. Adding to its existing beauty, an impressive new lobby area that encompasses the three levels of the Olive Swann Porter center creates a grand entrance. Further renovations in 2008 created **The Learning Commons**, a large space dedicated to student learning and success. The Learning Commons includes the **Writing Center** and the **Academic Center**.

The **Burden Parlor**, a formal parlor named in honor of the late Minnie Bass Burden and her husband, Richard Ferdillius Burden, was furnished in 1942 by Octavia Burden Stewart and her husband, T.J. Stewart, a trustee of the College. Mrs. Stewart redecorated the room in 1973, and her niece and nephew, Ann Maria and Richard B. Domingos, refurbished the parlor in 1994. It is an attractive space for College functions.

The **Campus Store**, which carries Wesleyan souvenirs, clothing, and gifts, is located on the ground floor. Next to the Campus Store is the **College Post Office** which offers a full range of postal services for the Wesleyan community.

Also included on the ground floor are the **Belk Student Leadership Suites** where student clubs and organizations maintain nine offices and a meeting room. Upstairs from this area are eight music rooms and a large student senate room.

The **Reginald Roberts Trice and Frankie Raines Trice Conference Room**, named in honor of Wesleyan's former board chair and his lovely wife for their contributions and enhancement of campus life, is a welcome addition to the campus. It is utilized for both College and community functions.

The Office of Admission, the Office of Public Relations, the student publications room, the Office of Computing and Information Resources, and the Campus Police Office are also housed in this building.

One of the most distinctive additions to the building is the **portico** that extends from the ground floor lobby out to the fountain area. The portico not only lends beauty to the building but also provides a perfect location for outdoor events.

The stately **Anderson Dining Hall** seats three hundred and is distinguished by the vaulted ceiling, large arched windows, and unusual matching mantels graced with landscape murals. The windows open on the beautiful, columned **Mount Vernon Porch**. The Anderson Dining Hall was named in honor of the late William Dickson Anderson, former chair of the Board of Trustees, and his wife, Linda McKinney Anderson, class of 1893. The dining hall is open to students, faculty, staff, and their guests.

The **Manget Dining Room** seats eighty. In 1964, the Trustees named the room in honor of Jennie Loyall Manget, class of 1912, and director of the Alumnae Association from 1924 until 1947, and later a trustee. Exquisitely furnished and decorated, its focal point is the handsome 18th-century Waterford crystal chandelier and sconces from the Callanwolde House of Atlanta, a gift of Mrs. Charles Howard Candler, Sr.

The **Hurdle Café**, dedicated in 2001 to the College Chaplain, William Hurdle, is open extended hours. A popular place for students to gather, the Café also provides high-speed wireless (WI-FI) access to the Internet.

Porter Family Memorial Fine Arts Building. This building, completed in 1956, serves as a cultural center for the campus and community and as a facility for the Division of Fine Arts. In addition to classrooms, offices, and studios, it includes:

The Porter Family Memorial Auditorium: used for theatre productions, student programs, special events, and the Macon Concert Association. It has a seating capacity of 1,129.

The Cowles Myles Collier Art Gallery: established by the late Mrs. Georgie Collier Comer in memory of her father, a renowned artist. The east wing is used for several traveling exhibits each year; the west wing houses Wesleyan's permanent collection.

The **Goodwyn-Candler-Panoz Organ**: The 1925 Aeolian organ was originally built and installed in the home of the late Asa G. Candler, Jr. of Atlanta. It was presented to Wesleyan by Mr. Candler in honor of his wife and installed in Porter Auditorium in 1958. The organ underwent extensive work in 1989 thanks to a gift from Elsie Lowden Maxwell Hambright '34 in memory of her grandmother, Bell Pound Goodwyn, class of 1874. In 2008 the organ was completely renovated and additions were made to the instrument by the Schantz Organ Company of Orville, OH. The organ contains 73 ranks of pipes and has a four-manual console; it is the largest musical instrument in middle Georgia.

The **Grassmann-Porter Studio Theatre**: an intimate, flexible studio for theatre classes and productions, opened in 1994 through the generous support of the Grassmann Trust and the Porter Family Foundation. It was recently awarded a second Grassmann grant to enhance its technical capabilities.

Pierce Chapel. Scheduled to open in Spring 2015, the chapel is the newest addition to campus with the oldest history. For more than 100 years, the first Pierce Chapel was an integral part of college life at the original campus on College Street. The new Pierce Chapel bears the same name to honor Wesleyan's first president, Bishop George Foster Pierce, and the many members of his family who have continued to lead and serve the College. The new chapel will have a capacity of about 300 in the sanctuary, which will be used primarily for worship services and occasionally as a venue for recitals, concerts, and special events. The downstairs area will provide meeting space for faith-based programs, campus groups, and the Chaplain's office.

Porter Gymnasium. Named by the trustees in honor of the late James Hyde Porter, a Wesleyan benefactor, the gymnasium includes a heated swimming pool, a weight room, and a gymnasium floor marked for all indoor activities. There is seating space for 700 spectators. Classrooms, dressing rooms, dance studio, and shower baths are included. Near the gymnasium is an intramural athletic field; additional fields and athletics facilities are located at the Mathews Athletic Complex.

Mathews Athletic Complex. Donated to the College by Trustee George Mathews in memory of his sister, Mary Ann Mathews Pease '44, the facility includes soccer and softball fields and tennis courts. The complex is highlighted by the Mathews Athletic Center which offers state of the art fitness equipment, a variety of exercise classes, personal training, and massage therapy.

Nancy Ellis Knox Equestrian Center. The Equestrian Center is located north of the lake and near Bradley House. With turnout paddocks, a riding ring, and a 24-stall barn completed in 1999, the Center provides instruction, recreational riding, and boarding for students' horses. The Center also offers riding instruction to the Macon community through its Community Horsemanship Program.

Valeria McCullough Murphey Art Building. The Valeria McCullough Murphey Art Building, built in 1964, is named in honor of Valeria McCullough Murphey '48, a Trustee of the College from 1980 through 1990 and Chair of the Board of Trustees from 1986 to 1989. It contains 10,000 square feet of floor space designed exclusively for the teaching of the studio arts, art history, and computer graphic design. Facilities are included for the teaching of art history, drawing, painting, design, printmaking, sculpture, ceramics, photography, and related subjects. It is also the location of the **Frances and Dennie McCrary Art Gallery**.

Residence Halls. Wesleyan has seven residence halls, which provide a choice of comfortable, convenient living arrangements for students. Each security-controlled building is fully air conditioned and computer-networked, with visitor lounges, study parlors, computer printers, and vending areas.

Elizabeth Turner Corn Hall North and Ernest and Pauline Pierce Corn Hall South were opened in 1999. Each of these three-story buildings, located on campus at the corner of Tucker and Forsyth Roads, contains private furnished rooms (each with private bath) arranged in four-person suites and sharing a fully equipped kitchen, laundry facilities, and fully furnished living/dining room.

Hightower Hall, named in honor of the late Julian and Grace Laramore Hightower, was completed in 1963. Mrs. Hightower was a 1920 graduate of Wesleyan and later a trustee of the College. Hightower Hall accommodates students in two-room suites with connecting baths.

Banks Hall is named in honor of the late William Nathaniel Banks and Mary Evelyn Wright Banks '14 of Grantville, Georgia, who were trustees and long-time benefactors. Banks Hall accommodates students in a traditional corridor-style residence hall with common bathrooms on each floor.

Persons Hall is named in memory of Mary Barry Persons 1869, in appreciation of a substantial gift to Wesleyan's endowment funds by her two sons, Robert T. and G. Ogden Persons of Forsyth, Georgia. Persons Hall accommodates students in two-room suites with connecting baths. The building was fully renovated in 1998.

Wortham Hall is named in memory of Nettie Dunlap Wortham 1875, a trustee at the time of her death in 1939, who left half of her large estate to Wesleyan's endowment funds as a memorial to her husband, Henry M. Wortham. Wortham Hall was fully renovated in 1999 and accommodates students in two-room suites with connecting baths.

Huckabee Hall. Huckabee Hall houses the **Division of Student Affairs**. Named in memory of the parents of Leo Huckabee, a former trustee, it was opened in 1957, and was furnished by Mr. and Mrs. Lawrence Willet in memory of Mr. Willet's mother, Lucy Lester Willet, class of 1881.

Jones Hall, named in honor of C. Baxter and Carolyn Cater Jones, was completed in 1959. Mrs. Jones is a graduate of Wesleyan and Mr. Jones rendered valuable services as a trustee and College attorney over a long period of time. As a home for the Lane Center for Community Engagement and Service, a Conference Room, and Overnight Suite accommodations on the first floor, Jones offers housing for students, outside groups, and camps on the second and third floors. Situated on a hill with a beautiful garden beside Foster Lake, it is a popular wedding and outdoor event venue.

Dice R. Anderson Cabin and the Arboretum . The Wesleyan College **Arboretum** was established in 1996 as an ecological study area, wildlife refuge, and recreation resource for the college. The arboretum comprises 100 acres of mixed pine and hardwood forest and lies within the boundaries of Wesleyan's suburban Rivoli campus. The Dice R. **Anderson Cabin**, built in 1938 and restored in 1990, the **Ellen Ann Edenfield Pavilion**, built in 2011, and the five-acre **Foster Lake** serve as rustic focal points for classes, meetings, and special events. The Anderson Cabin was named in honor of the late Dr. Dice R. Anderson president of the College 1931-1941.

Bradley House. Given to the College by the Bradley Foundation of Columbus, Georgia, in 1954 and beautifully renovated in 1997, the President's home is situated on an estate adjoining the campus.

Porter House. The Porter House will be moved to the campus near the Tucker Road entrance in 2013. After renovation, the Porter House will serve as a guest house, meeting space, and reception site.

Master of Education (M.Ed.)

The Master of Education in Early Childhood Education is designed to augment the professional expertise of experienced classroom teachers or graduates who want to increase their professional competence in the field of education. The M.Ed. program is structured to address the three elements in the education department's conceptual framework: Liberal Arts Education, Professional Knowledge, and Evaluation at an advanced level.

Content, pedagogy, and research are addressed from theoretical and practical perspectives. Candidates complete a comprehensive research project in the final course in the program. This research allows them to reflect on the knowledge and skills gained during the coursework and field work, deepen their understandings of teaching and learning, and delve into previously-published research in the field of education.

M.Ed. Learning Outcomes

Through course work and experiences in this program, the student will be able to:

1. Develop the values, commitments, and ethics that positively impact the educational community as well as the educator's own professional growth.
2. Demonstrate knowledge of the content they are required to teach and will be able to explain its important principles and concepts.
3. Develop an understanding of the relationship between content and content-specific pedagogy, instructional strategy, and technology.
4. Develop meaningful learning experiences that improve student learning and achievement, collaborate with other education professionals, and reflect on their practices.
5. Make data-driven decisions about student learning and achievement, continuous school improvement, and professional practice through the design and implementation of an action-research project implemented in their classrooms.
6. Align educational objectives to content and the Common Core Curriculum/Georgia Performance Standards.
7. Defend the effectiveness of their practices through student outcome and achievement and justify instructional choices in regard to best practices, theory, and current research.
8. Demonstrate awareness through establishing a level of consciousness, connectedness, and understanding pertaining to a chosen area of expertise. This includes a candidate's ability to evaluate and analyze current research in this area and to contribute to this body of knowledge.
9. Convey the concept of agency by actively engaging in the educational process as change agents. Having agency implies that the candidate realizes she has the power to act within her classroom, school and community. Also, implicit in such a concept of agency is recognition of expertise on the part of the teacher. Being able to claim expertise strengthens agency as it equips an educator with a base of knowledge from which to speak with authority and conviction. Having agency means educators have the tools to fight against the de-skilling of teachers.
10. Demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all children.
11. Demonstrate the process or state of acting or of being active through both physical and mental activity. By processing the theoretical concepts, research, and outcomes candidates ultimately take action toward implementing effective changes in the classroom, schools, districts, and ultimately the chosen area of expertise.

Program of Study. The M.Ed. program is designed to allow a cohort of candidates to earn a graduate degree in the area of early childhood education (P-5). This summer-to-summer program requires a total of 34 semester hours taken in the sequence outlined.

Summer-to-Summer Program Leading to the M.Ed. in Early Childhood Education		
Year 1:	EDU 536 Advanced Teaching of Reading and Writing in the Early Childhood Classroom	3 hours
Summer	EDU 532 Advanced Integration of the Arts in the Early Childhood Classroom	4 hours
	EDU 534 Advanced Pedagogy and Content for Early Childhood Mathematics (hybrid)	4 hours
	PSY 501 Developmental Psychology of the Young Child (hybrid)	3 hours
Year 1:	EDU 542 Advanced Pedagogy and Content for Early Childhood Science (hybrid)	4 hours
Fall	EDU 538 Literacy Development in Children's Literature	3 hours
	EDU 540 Qualitative and Quantitative Methods in Educational Research	1 hour
Year 1:	MAT 513 Probability, Statistics and Data Analysis (hybrid)	3 hours
Spring	EDU 530 Pedagogy and Content in Early Childhood Education Social Studies (hybrid)	4 hours
	EDU 540 Qualitative and Quantitative Methods in Educational Research	1 hour
Year 2:	EDU 540 Qualitative and Quantitative Methods in Educational Research	3 hours
Summer	EDU 544 Exploring Educational Venues	1 hour
Total 34 hours		

The courses in the M.Ed. program do not build upon each other in any type of sequential content hierarchical way. The major outcome for the program is the publication of an educationally focused action research question. The candidates formulate, research, implement, and assess this question within their classrooms throughout the program therefore, the EDU 540 research class is spread across several semesters to provide the necessary support for this final requirement.

The majority of the content-focused classes are at the beginning of the program along with the development of young children class. This sequence provides candidates immediate exposure to some of the most current research in the field in specific content areas and in regard to current best practice and pedagogy. Being exposed to this research early in the program allows the candidate to formulate the question they intend to use as the foundation for the action research paper based on current issues and trends that are applicable to their interests and needs.

The probability and statistics course is purposefully placed in the spring semester to provide support for the candidates during the most probable time in which they will be collecting the data from the action research question. The data analysis section of the final paper is completed as part of the course requirements.

The final sequence of courses at the end of the program is meant to allow the candidate an opportunity to demonstrate what they've gained from the program. The research class is designed to provide the support the candidates need to pull together rest of the action research conducted throughout the year into a publishable

format. The exploring educational venues course puts candidates in a real instructional settings with real children and asks them utilize or analyze best practices observed or attained throughout the program in a meaningful way.

The Cohort. The candidate will enter and complete the program as part of the same cohort. Candidates will follow the prescribed course calendar along with their cohort members during the 14 month period of their degree program.

Deviations from the prescribed course calendar are not allowed except in cases of emergency. These will be decided on a case-by-case basis by majority vote of the Graduate Admissions Committee with the approval of the Provost of the College. Candidates are required to participate in all cohort activities, including the two travel/study experiences and occasional cohort meetings.

Admission Requirements

1. A completed application must be submitted to Karen Kitchens, Graduate Admissions, Taylor Hall, Room 110, Wesleyan College, 4760 Forsyth Road, Macon, Georgia 31210 or contact kkitchens@wesleyancollege.edu.
2. Applicants must provide the following:
 - a. three letters of professional reference
 - b. official transcript from the institution from which a Bachelor's degree was earned
 - c. a copy of a valid professional teaching certificate or evidence of having been the teacher of record in a classroom for at least two years.
3. Applicants must have earned a bachelor's degree from a regionally-accredited institution of higher education with a minimum cumulative grade point average of 3.00 on a 4 point scale. Students from foreign universities will be considered on a case-by-case basis.
4. Applicants must pass an assessment of graduate writing skills to be administered by Wesleyan College faculty.
5. An interview with each applicant will be conducted by the Director of the M.Ed. Program or the director's representative as early in the application process as possible.

Course Load. The student will enter the program with a cohort. A student starting with a cohort is expected to graduate with that same group. If for any valid reason (determined by the Graduate Council and the Provost of the College) a student temporarily leaves the group, the student, upon reinstatement, will be placed in a new cohort. Students who enroll in at least 6 credit hours during the program's specified period of enrollment will be considered full-time. Students who enroll in less than 6 credit hours during the program's specified period of enrollment will be considered part-time. Refer to the cohort calendar for periods of enrollment.

Tuition and Fees. Tuition and fees may change each year.

Application fee	\$60
Tuition	\$14,800
Graduation fee	\$150

Tuition for the M.Ed. is a total amount for the entire program and is not computed by cost per semester hour. The tuition may be made in two payments. The first payment is due the day before orientation classes begin; the second payment due date will be announced at the first orientation session of each cohort. No adjustment of charges will be made after the first day of classes. The M.Ed. program does not provide tuition reimbursement. The full tuition includes the cost of all textbooks, field trips, and a netbook.

Advising. The director of the graduate education program will serve as advisor to each M.Ed. student.

Graduate Grades. The basic unit of credit at Wesleyan College is the semester hour. At the end of each term, candidates receive a grade report for their performance in each course.

1. All graduate candidates are required to maintain a 3.00 grade point average. A candidate may have a grade of "C" in no more than one course in this program. Any candidate who receives more than one "C" grade or receives one "F" grade will be reviewed for continuance in the program and may be suspended or dismissed from the program.
2. A candidate who repeats the same course (in which a grade of "C" or "F" was earned) and cannot achieve a cumulative grade point average of 3.00 after the repeat of the course will be academically dismissed from the program. Following are the grades used in the M.Ed. program:
3. Students may not receive credit for graduate courses through course challenge or credit for prior learning.

A Superior (4 quality points)

B Outstanding (3 quality points)

C Passing (2 quality points)

F Failing (0 quality points)

W Withdrawal from a course (not computed in the grade point average)

Students are expected to remain in their cohorts until the end of the program. Students who find it necessary to consider withdrawal from a course must have approval from the Provost of the College.

I Incomplete (not computed in the grade point average)

The grade of I is given only when a student has been absent from the final work in a course due to illness or other causes acceptable to the instructor and to the Provost of the College. Permission from the instructor and from the Provost of the College must be requested and given before an I may be recorded, following the same procedures as for undergraduate students. Instructors must remove I grades within six weeks from the last day of class for that course.

Complaints of an academic nature: Complaints of an academic nature, including grade appeals, will follow the same procedures as those outlined for undergraduate students, with the exception that appeals for a change in the final course grade must be initiated no later than five days after the final course grade is posted on the Wesleyan Portal (See "Grade Appeals" and "Complaints of an Academic Nature" in the College Catalogue).

Honor Code. All students are expected to uphold the Honor Code of Wesleyan College.

The Graduate Honor Council. The Graduate Honor Council is convened on an as-needed basis by the Graduate Judicial Officer (GJO). See the Graduate Honor Council section of the catalogue for detailed policy information.

Policy on Satisfactory Academic Progress. Satisfactory Academic Progress (SAP) is measured at the conclusion of each semester to determine whether candidates are eligible to receive aid for the next group of classes.

1. Any candidate who receives more than one "C" or one "F" will be placed on academic probation and classified as making unsatisfactory academic progress.
2. Unsatisfactory academic progress may adversely affect financial aid.

Graduation Requirements. The candidate must complete the ten courses required for the M.Ed. with a minimum 3.00 cumulative grade point average on all work attempted. All ten courses must be taken at Wesleyan College.

Withdrawal. Candidates in the M.Ed. program should recognize that, in a cohort-format program, withdrawal from a course is equivalent to withdrawal from a cohort. Candidates are strongly encouraged to consult with their advisor when making a decision on withdrawal. A student may withdraw from a course only in the case of serious illness or emergency with the approval of the Graduate Council and the Provost of the College no later than one week past the mid-term point of the current term. Exceptions regarding the withdrawal deadline are made only in cases of illness and emergency when a "W" may be granted past this date at the discretion of the Provost of the College. Withdrawal from a class must be accomplished through the Registrar's Office, Tate 120.

Academic Renewal. Academic Renewal is designed for graduate students who have withdrawn or who have been academically excluded from the College. A student is eligible for academic renewal upon a three-year absence from the College and after submitting an application for re-admission to Wesleyan. Once accepted for re-admission into the College, previous graduate courses attempted at Wesleyan with a "C" or better grade will be counted for credit, while all "F" grades will be forgiven. In order for the academic renewal policy to apply, the following criteria and considerations must be met: (1) Graduate courses with "F" grades must be repeated at Wesleyan College if they are required in the student's degree program. (2) The transcript of a student will include ALL graduate courses taken at Wesleyan. (3) A graduate student who is readmitted must complete the curriculum that is in place at the time of re-admission. (4) A graduate student is eligible to apply for Academic Renewal only once. Note that courses taken under previous Wesleyan Master of Arts in Early Childhood Education and Master of Arts in Middle Grades Math and Science Education programs do not transfer to the current M.Ed. program.

The Statement of Policy. Wesleyan College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the college. Wesleyan does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. No handicapped person is, on the basis of the handicap, excluded from participation in, denied benefits of, or otherwise subjected to discrimination under any program, employment, or activity at Wesleyan College.

Wesleyan College complies with the Family Educational Rights and Privacy Act of 1974, as Amended (FERPA). The Registrar should be consulted for details and procedures.

Master of Education Course Descriptions

EDU 530: Advanced Pedagogy and Content for Early Childhood Social Studies (4 hours)

Hybrid course. Half of class work is face-to-face. Half is online.

Theories of social studies pedagogical content knowledge (history, geography, social education, democracy, cultural studies) are explored with the intent of synthesizing personal pedagogical styles with proven constructivist practices. Various PK-5 social studies content themes are examined. Special attention is given to the role of the affect in elementary social studies instruction. (Learning Outcomes 1-11)

Prerequisite: Admission to M.Ed. program.

Co-requisites: MAT 513, EDU 540 (1)

EDU 532: Advanced Integration of the Arts in the Early Childhood Classroom (4 hours)

Instruction is grounded in the Discipline-Based Arts Education model. Students learn to use the various creative expressions to enhance teaching and learning in the other disciplines. Skills and theory based. (Learning Outcomes 1, 3, 4, 6, 7, 10 & 11)

Prerequisite: Admission to M.Ed. program.

Co-requisites: EDU 536; PSY 501; EDU 534

EDU 534: Advanced Pedagogy and Content for Early Childhood Mathematics (4 hours)

Hybrid course. Half of class work is face-to-face. Half is online.

This course conducts an in-depth study of various theories and models of teaching mathematics in the early childhood setting. Early childhood teachers draw from their broad understanding of mathematics as they plan and implement integrative activities. The course includes the content, concepts, and skills of the early grades mathematics curriculum and the special methods of teaching the material. Materials appropriate to teaching mathematics are explored, including manipulative and teacher-made materials. Students become familiar with the National Council of Teachers of Mathematics (NCTM) Standards. (Learning Outcomes 1-11)

Prerequisites: Admission to M.Ed. program.

Co-requisite: PSY 501; EDU 536, EDU 532

EDU 536: Advanced Teaching of Reading and Writing in the Early Childhood Classroom (3 hours)

This course is designed to enhance the advanced candidate's reading and writing content and pedagogical strategies in the early childhood classroom (P-5). The focus will be on the following key elements:

Reading Content: Phonemic Awareness, Phonics, Fluency, Vocabulary Development, Comprehension Strategies, and Writing in the context of a Balanced Literacy classroom in all content areas

Pedagogy: Strategies for Implementing the Reading and Writing Content

Assessment and Intervention: Standardized and Classroom-based assessment measures to identify strengths and weaknesses of individual students; prepare intervention strategies based on the assessment results

Research: Explore evidence-based literacy programs for struggling and proficient readers

School Experience (Application): Apply the literacy strategies in the classroom (Learning Outcomes 1-11)

Co-requisite: EDU 532; EDU 534; PSY 501

EDU 538: Literacy Development through Children's Literature (3 hours)

This course is designed to provide the candidate a venue for examining and appreciating the many genres of children's literature and its relationship to literacy development in the early childhood classroom. The candidates will explore and demonstrate various strategies for incorporating children's literature in their teaching. In addition, the candidates will learn methods of engaging students in literature by increasing the students' repertoire of response techniques. (Learning Outcomes 1-11)

Prerequisites: EDU 536; PSY 501; EDU 532; EDU 534

Co-requisite: EDU 542, EDU 540 (1)

EDU 540: Qualitative and Quantitative Methods in Educational Research (5 hours required, repeatable with variable credit)

The advanced candidate will develop an understanding of educational research by exploring qualitative and quantitative designs. The candidate will demonstrate expertise in reading, analyzing, critiquing, and synthesizing research in each of the two designs. In addition, the candidate will write a comprehensive research paper incorporating one of the designs studied in class and suitable for a peer-reviewed publication. Finally, the paper will

be presented to the candidate's peers. This is a 5 hour course but in order to provide the structure and support needed to complete a research paper of this magnitude, the course hours are spread throughout the program beginning in the fall semester. (Learning Outcomes 1-11)

Prerequisites: PSY 501; EDU 536, EDU 532, EDU 534

Co-requisite: EDU 544, EDU 542, EDU 538, EDU 530, MAT 513

EDU 542: Advanced Pedagogy and Content in Early Childhood Science (4 hours)

Hybrid course. Half of class work is face-to-face. Half is online.

This course examines developmentally appropriate teaching strategies, instructional materials, instructional technology, and evaluation strategies for teaching early childhood science. Early childhood teachers draw from their broad understanding of all areas of science as they plan and implement integrative activities. The course includes the content, concepts, and skills of the early grades science curriculum and the special methods of teaching the material. Students become familiar with the National Science Teachers Association (NSTA) Standards and Georgia Performance Standards (GPS). (Learning Outcomes 1-11)

Prerequisites: EDU 536; PSY 501; EDU 532, EDU 534

Co-requisite: EDU 538; EDU 540 (1)

EDU 544: Exploring Educational Venues (1 hour)

The cohort will participate in three educational venues specifically chosen to support and advance the skills, dispositions, and theoretical applications of the courses taken throughout the program. The cohort will travel during the spring semester to participate in a full day Educational Conference at the Ron Clark Academy in Atlanta, Georgia. The cohort will plan, teach, and assess integrated art, environmental science, and literacy lessons with onsite summer camp attendees during the first and last summer of the program. Finally each cohort will work together to plan and design an unique learning opportunity to support an area of interest or study that has emerged from the concerted research efforts throughout the program. This final trip will take place during the final summer of the program. (Learning Outcomes 1, 2, 3, 4, 6, 7, 9, 10 & 11)

Prerequisites: PSY 501; EDU 530, EDU 532, EDU 534, EDU 536, EDU 538, MAT 513

Co-requisite: EDU 540, EDU 542

MAT 513: Probability, Statistics, and Data Analysis (3 hours)

This course is designed for middle grades and early childhood teachers. Emphasis is placed on the practical implications of content, structure, processes, and technology related to data collection, probability, and statistics, and associated critical thinking skills. Each candidate will be expected to utilize knowledge of various research designs in educational and social science research to develop and implement her or his own educational research project incorporating the basic concepts of probability, statistics, data collection, and analysis. All candidates will learn and master the material and tasks represented in EDU 540: Qualitative and Quantitative Methods in Educational Research. (Learning Outcomes 3, 5, 7, 8, 10 & 11)

Prerequisites: EDU 538; PSY 501; EDU 532; EDU 534; EDU 536

Co-requisite: EDU 530

PSY 501: Developmental Psychology of the Young Child (3 hours).

Hybrid course. Half of class work is face-to-face. Half is online.

This course is a study of major theories and research pertaining to the psychological development of the child from birth through childhood. Also included are the domains of cognitive and social-emotional development. In addition to research in this field, the practical side of understanding and interacting with children will be explored. Central to

the course are critical awareness of both the scientific work in this field and the applications of this body of knowledge. (Learning Outcomes 1, 4, 5, 7, 8, 9, 10 & 11)

Prerequisite: Admission to M.Ed. program

Co-requisites: EDU 532; EDU 536; EDU 534

Accreditation. Wesleyan College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the baccalaureate degree, the Master of Business Administration, and the Master of Education in early childhood education.

Master of Education Graduate Faculty (2014-2015)

Patrick Pritchard, Alumnae Chair of Education, Professor of Education. B.A., B.S., Eastern Mennonite College; M.Ed., Ph.D., Clemson University.

Besangie Sellars White, Assistant Professor of Psychology. B.A., Hampton University; M.A., Ph.D., University of Michigan.

Virginia Wilcox, Associate Professor of Education. B.A., Wesleyan College; M.Ed., Ph.D., Auburn University.

Master of Education Adjunct Faculty (2014-2015)

Kristen Applebee, Adjunct Instructor of Education. B.F.A., Brigham Young University; M.F.A., Ohio State University.

Dr. David Biek, Adjunct Instructor of Education. B.S. Cornell University; M.A. Teacher's College, Ph.D Cornell University.

Karen Harkins, Adjunct Instructor of Education. A.A. Middle Georgia College; B.A, B.S., M.S., Georgia College & State University; Ed.S., Columbus State University.

Master of Business Administration (MBA)

The Executive Master of Business Administration program provides a curriculum that will allow its graduates to perform effectively as top-level executives. The instructional activities coupled with the educational experiences found in the program provide students with skills that can be utilized in a wide variety of management positions and settings.

Through course work and experiences in this program, the student will be able to:

1. enhance his or her skills in analyzing the global business industry's threats and opportunities;
2. assess the durability of competition found in all industries;
3. develop forecasting patterns as they relate to change within the markets found in all business concentrations;
4. develop a business approach and understand the significance of the planning process as it relates to business changes;
5. gain experience in applying the planning process framework to a variety of strategic settings found in the business environment; develop the knowledge and skills necessary to implement business decisions at all levels of management; and
6. experience the making of presentations of analyses of complex management problems and implement feasible strategies.

The Executive Master of Business Administration (EMBA) Program consists of twelve EMBA graduate-level courses taken over a nineteen-month schedule; one course will include an international component. The degree earned from the EMBA program is the Master of Business Administration (MBA).

Students will enter the program as a cohort to complete the twelve required courses (36 semester hours). Students must have a minimum of five years management experience or five years in a private professional practice or five years experience as a business entrepreneur before entering the EMBA Program. Any student's graduate courses in business taken at another institution will not transfer into the EMBA Program at Wesleyan.

Applications will be accepted anytime during the year for the next scheduled class.

Admission requirements

1. A completed application must be submitted to Graduate Admissions, Office of the Director of the Graduate Business Program, Wesleyan College, and 4760 Forsyth Road, Macon, GA 31210-4462.
2. Each applicant must provide documentation of business ownership or employment in a management position for at least five years. Documentation must be provided by letter, on company letterhead, from the applicant's employer stating the applicant's position(s) within the company and length of employment. If the applicant has held employment in different companies, each company must document the position(s) held and the length of employment; the management experience entries must total at least five years. If the applicant is self-employed, three letters of support from individuals who know of the applicant's self-employment must be submitted. These letters must include the kind of business that the applicant owns and the length of time that the writers have known the applicant to be in business. Applicants may substitute some work experience with adequate performance on a nationally-normed graduate admission exam-GMAT, GRE, LSAT, MCAT, or other approved exam, as per the guidelines set by the Graduate Program Council. The Graduate Program Council must approve all candidates with insufficient professional

experience. Such candidates should contact the director of the EMBA program or his/her representative to obtain EMBA admissions guidelines.

3. The applicant must have a bachelor's degree from a regionally-accredited United States college or university. Degrees awarded by a foreign college or university will be considered on a case-by-case basis. The applicant must have completed degree requirements and submitted an official transcript from the institution from which a bachelor's degree was earned before attending the orientation or any EMBA classes.
4. The applicant whose native language is not English must submit a Test of English as a Foreign Language (TOEFL) score report. The minimum score acceptable is 550. Wesleyan College will also accept International English Language Testing System (IELTS) scores, sponsored by the British Council, IDP: IELTS Australia and the University of Cambridge ESOL Examinations. Students must score at least 6.0 on the IELTS, with no subscore lower than 5.0.
5. The applicant must submit the EMBA Recommendation Form which is available in the office of the director of the graduate business program.
6. An interview with each applicant will be conducted by the director or the director's representative as early in the application process as possible. Informing the applicant regarding his or her admission will be the responsibility of the director of the graduate business program.

Course Load. The student will enter the program with a cohort. A student starting with a cohort is expected to graduate with that same group. If for any valid reason (determined by the Graduate Council and the Provost of the College) a student temporarily leaves the group, the student, upon reinstatement, will be placed in a new cohort. Students who enroll in at least 6 credit hours during the program's specified period of enrollment will be considered full-time. Students who enroll in less than 6 credit hours during the program's specified period of enrollment will be considered part-time. Refer to the cohort calendar for periods of enrollment.

Withdrawal. Students in the Executive MBA Program should recognize that in a cohort-format program, withdrawal from a course is equivalent to withdrawal from a cohort. A student may withdraw from a course only in case of illness and emergency with the approval of the Graduate Council and the Provost of the College.

Advising. The director of the graduate business program will serve as the advisor for all EMBA students.

Grades. The following grades will be used in the EMBA program:

A = Superior (4 quality points)

B = Outstanding (3 quality points)

C = Passing (2 quality points)

F = Failing (0 quality points)

W = Withdrawal from a class (not computed in the grade point average)

I = Incomplete (not computed in the grade point average)

The grade of I is given only when a student has been absent from the final work in a course due to illness or other causes acceptable to the instructor and to the Provost of the College. Permission from the instructor and from the Provost of the College must be requested and given before an I may be recorded, following the same procedures as for undergraduate students. Instructors must remove I grades within six weeks from the last day of class for that course.

Complaints of an Academic Nature. Complaints of an academic nature, including grade appeals, will follow the same procedures as those outlined for undergraduate students, with the exception that appeals for a change in the final course grade must be initiated no later than five days after the final course grade is posted on the Wesleyan Portal (See "Grade Appeals" and "Complaints of an Academic Nature" in the *College Catalogue*).

Repeating Courses, Academic Suspension, and Academic Dismissal

1. A student may have a grade of "C" in no more than two courses in this program. Any student who receives more than two "C" grades or one "F" grade will be reviewed for continuance in the program and may be suspended or dismissed from the program.
2. A student who repeats the same course (in which a grade of "C" or "F" was earned) and cannot achieve a cumulative grade point average of 3.00 after the repeat of the course will be academically dismissed from the program.
3. Students may not receive credit for graduate courses through course challenge or credit for prior learning

Academic Renewal. Academic Renewal is designed for graduate students who have withdrawn or who have been academically excluded from the College. A student is eligible for academic renewal upon a three-year absence from the College and after submitting an application for re-admission to Wesleyan. Once accepted for re-admission into the College, previous graduate courses attempted at Wesleyan with a "C" or better grade will be counted for credit, while all "F" grades will be forgiven. In order for the academic renewal policy to apply, the following criteria and considerations must be met: (1) Graduate courses with "F" grades must be repeated at Wesleyan College if they are required in the student's degree program. (2) The transcript of a student will include ALL graduate courses taken at Wesleyan. (3) A graduate student who is readmitted must complete the curriculum that is in place at the time of re-admission. (4) A graduate student is eligible to apply for Academic Renewal only once.

Graduation Requirements. The student must complete the twelve courses required for this program and have a minimum 3.00 cumulative grade point average on all work attempted. All twelve courses must be taken at Wesleyan College.

Honor Code. All students are expected to uphold the Honor Code of Wesleyan College.

The Graduate Honor Council. The Graduate Honor Council is convened on an as-needed basis by the Graduate Judicial Officer (GJO). See the Graduate Honor Council section of the catalogue for detailed policy information.

Tuition and Fees. Tuition and fees may change each year.

Application Fee	\$60
Acceptance Fee (Tuition Deposit)*	\$200
Tuition	\$37,500
Graduation Fee	\$150

*\$200 will be credited toward tuition

Tuition for the EMBA is a total amount for the entire program and is not computed by cost per semester hour. The tuition may be made in two payments. The first payment is due the day before orientation; the second payment due date will be announced at the orientation session of each cohort. No adjustment of charges will be made after the day preceding the first day of classes. The EMBA program does not provide tuition reimbursement.

Financial Aid. Students enrolled in the Executive Master of Business Administration program at Wesleyan College may complete the financial aid applications listed below or contact the Financial Aid Office for financial assistance. Funds may be available through federal programs for these students. It is important that students apply as early as possible so that the necessary forms may be processed and the financial need of each applicant may be determined. Students are encouraged to apply online.

To apply for financial aid an applicant must:

1. Apply for admission to Wesleyan College.
2. Submit the Free Application for Federal Student Aid (FAFSA). This form is available online at www.fafsa.ed.gov. The FAFSA should be submitted to the Department of Education by March 1. The resulting Student Aid Report (SAR) must be received by the Financial Aid Office no later than April 1 preceding the academic year for which aid is sought. Any applications received after the deadline will be given consideration only if funds are available.
3. Complete the Wesleyan College application for financial aid. This form is provided with admission application materials or can be obtained online at www.wesleyancollege.edu or by calling the Office of Financial Aid at Wesleyan, and must be submitted to the Office prior to April 1.

Policy on Satisfactory Academic Progress. Satisfactory Academic Progress (SAP) is measured at the conclusion of each ten-week session to determine whether students are eligible to receive aid for the next set of classes.

1. Any student who receives more than two "C" grades or one "F" grade will be placed on academic probation and classified as making unsatisfactory academic progress.
2. Unsatisfactory academic progress may adversely affect financial aid.

Master of Business Administration Curriculum. The required courses for the Master of Business Administration degree are as follows:

EBA 600 Executive Management Accounting
EBA 602 Organizational Behavior in Management
EBA 604 Strategic Marketing
EBA 606 Managerial Economics
EBA 608 Managerial Corporate Finance
EBA 610 Quantitative Methods
EBA 612 Management Information Systems
EBA 614 Ethics and Legal Aspects of Business
EBA 616 Global Business Management
EBA 618 Gender in Business Management
EBA 690 Studies Abroad
EBA 699 Capstone Executive Management

EMBA Course Descriptions (EBA)

EBA 600: Executive Management Accounting (3 Hours).

The course covers generally accepted accounting principles and the content of financial statements. The interpretation and use of accounting information in the many contexts of management decision making are

examined. Included are financial planning, performance evaluations, decision making, activity based cost management, relevant costing, business operations, and information systems.

EBA 602: Organizational Behavior in Management (3 Hours).

The course examines the various aspects of organizational behavior, allowing the student to gain valuable insights for increasing decision-making options. Methods of objective achievement are explored through an evaluation of students' individual management styles. The course emphasizes relationships, factors influencing behavior in organizations, and the various means used by efficient managers to develop control and leadership within their organizations.

EBA 604: Strategic Marketing (3 Hours).

The course will cover issues related to product, distribution, pricing, promotion issues and market planning processes, including development of a marketing plan and interaction among policy makers in the organization. The marketing strategies of different companies will be studied. Cases will be used extensively in the analysis of business marketing decision making.

EBA 606: Managerial Economics (3 Hours).

The student will learn how consumers choose among various goods and services, and how firms allocate scarce resources among alternative uses. Focus will be on the competitive nature of firms in markets whose scope ranges from domestic to international. Students will analyze the production levels to meet demand for that product. Production cost analysis will be examined as it relates to market price and levels of output.

EBA 608: Managerial Corporate Finance (3 Hours).

The student will develop the ability to analyze operational and strategic financial decision-making within the corporate structure, including financing and investment strategies as they relate to stockholder value. The course will include the study of cash flow analysis and economic value added derived from financial statements.

EBA 610: Quantitative Methods (3 Hours).

This course covers the quantitative methods and decision theory for business policy analysis. The student will learn specific tools for solving operations problems and how to interact with others involved in operational decision making. Computer spreadsheets and financial software will be used to enhance the student's ability to identify and to solve problems.

EBA 612: Management Information Systems (3 Hours).

The student will be exposed to common operational and strategy problems in corporations. The use of information systems and technology in major corporations will be examined through the use of case studies. Special attention will be given to the question of how information technology may be used to provide a competitive advantage for a company.

EBA 614: Ethics and Legal Aspects in Business (3 Hours).

The course will introduce the student to the legal and ethical aspects of business management within a for-profit organization. The student will be introduced to the rigorous processes found in the legislative and legal systems, including civil dispute resolution through the judicial system. The study will conclude with the basics of the legal and ethical areas that are essential as tools for the executive in today's management positions.

EBA 616: Global Business Management (3 Hours).

The student will investigate the economic, social and political organizations that have an influence on managing international businesses and/or investments. The student will investigate the strategies that will influence the customer needs, wants, motivations, and behavior within the global competitive environments. The course will cover customer-driven strategies, quality of management, time-based competition, and global logistics as they relate to global management.

EBA 618: Gender in Business Management (3 Hours).

Students will examine the part that gender plays in business generally and in management specifically. The course will focus on the part both men and women play in operational management decision making within small, medium, and large corporations. Students will research and discuss gender as a factor in business today and what the future will hold for gender in executive management and corporate decision making.

EBA 690: Studies Abroad Course (3 Hours).

The student will investigate global industries by studying the business, social, political, economic, organizational, and cultural factors associated with international business and investment. A specific world economic region will be chosen for a ten day to two week study abroad, during which the student will visit various businesses to observe management practices. The course work review before the trip will include the global manager, international trade, international finance, international operations, and marketing.

A student who is unable to participate in the overseas residency of the study abroad course must request in writing the option of completing a research project relevant to the study abroad locale. The student should submit this request with appropriate documentation to the office of the director of graduate business program who will take the request to the Graduate Program Council and Provost of the College for approval. The scope (depth and breadth) of this project will be consistent with the work required in any other three-credit-hour course in the EMBA curriculum. A student must request this option no later than four months prior to the beginning date of the study abroad course.

EBA 699: (Capstone) Executive Management (3 Hours).

In this capstone course the student will have the opportunity to integrate the knowledge from all the previous courses. Emphasis will be placed on the conceptual understanding and on the skills required of the executive in the domestic market and in the international market to make effective decisions. The course examines the techniques used in business analysis that have been learned to formulate the global process of strategic business decisions and the execution of specific strategic business plans. Student teams will compete in a computer simulation that incorporates detailed functional area skills and general market knowledge.

Accreditation. Wesleyan College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the baccalaureate degree, the Master of Business Administration, and the Master of Education in early childhood education.

Master of Business Administration Graduate Faculty (2014-2015)

Kel-Ann S. Eyler, Associate Professor of Accounting. B.S., University of Virginia; M.P.A., Ph.D., Georgia State University.

Glenna Dod Meyer, D. Abbott Turner Professor of Free Enterprise. B.S., M.A., Eastern Kentucky University; Ed.D., University of Southern Mississippi.

Robert Stephens, Associate Professor of Business. B.B.A., B.A., Georgia State University; M.S., Georgia Institute of Technology; M.B.A., University of Georgia; D.B.A., Mississippi State University.

Philip Davis Taylor, Professor of Economics and Director of the Graduate Program in Business. B.A., M.B.A., University of North Carolina, Chapel Hill; M.A., Ph.D., Virginia Polytechnic Institute and State University.

Ying Zhen, Assistant Professor of Business. B.A. Communication University of China 2007; M.A. Clark University 2009; Ph.D. Clark University 2012.

Master of Business Administration Adjunct Faculty (2014-2015)

Clyde T. Conine, Adjunct Professor of Business. A.A., Abraham Baldwin Agricultural College; B.S., M.B.A., Valdosta State College; Ph.D., Georgia State University.

John Gregory George, Adjunct Professor of Business. B.S., University of North Carolina, Chapel Hill; Master of Earth and Environmental Resource Management, Ph.D., University of South Carolina.

Rhonda Roell-Taylor, Adjunct Instructor of Business. B.B.A., Mercer University; J.D., Mississippi College School of Law.

Graduate Honor Council

The Graduate Judicial Officer (GJO). The Graduate Honor Council is convened on an as-needed basis by the Graduate Judicial Officer. The Graduate Judicial Officer is a full-time faculty member on the Graduate Program Council. She/he is elected by the Graduate Program Council for a period of two years. The GHC is comprised of:

1. The GJO
2. One full-time faculty member who teaches in one of the graduate programs.
3. One full-time faculty member who does not teach in one of the graduate programs.
4. One EMBA student who has completed at least 15 semester hours of coursework.
5. One MA student who has completed at least 15 semester hours of coursework.

Procedures for Action

1. Students are highly encouraged to self report. The Graduate Honor Council considers self-report as an act of integrity.
2. A hearing will enable both the accuser and accused to provide accounts of the incident. If the accused does not attend the hearing, it will be held in his/her absence, and the student will forfeit the right to appeal.
3. The Graduate Honor Council will deliberate; decide on a verdict and sanction.
4. Students will be notified in writing of the hearing outcome.
5. Appeals can be made to the Provost of the College, at which time they can be upheld, amended or returned to Graduate Honor Council to be heard. All appeal decisions are considered final.

Reporting a Violation

3. Any member of the faculty, administration, staff, or student community should, when possible, confront a student for an honor offense at the time of the offense. If unable to confront the student at the time of the offense, the violation should be reported to the appropriate college faculty or staff members who will then notify the accused of the alleged charge.
4. The accused has 24 hours from that time to report the incident to the GJO.
5. The accuser will report the charges to the GJO or the Provost of the College.
6. The GJO will notify the accused in writing of the charges, the procedures, and the date and time of the hearing at least 48 hours before the scheduled hearing. In emergency situations, 48 hours may not be provided.
7. The GJO or the Provost of the College can discuss cases of academic dishonesty with the professor prior to a Graduate Honor Council hearing.
8. Cases will be heard as soon as possible after the accused has been officially notified of the charges, with the exception of extenuating circumstances.
9. If charges are brought during the week of final exams, the Graduate Honor Council will make every effort to hear the case before the end of the semester. If this is not possible, the case will be held over until the next semester.

Accused Student Information

A student who has been accused of a Graduate Honor Council violation:

- Will have the case heard without undue delay.
- Will receive written notice of the charges, procedures, and date and time of the scheduled hearing no less than 48 hours before the scheduled hearing with the exception of extenuating circumstances.
- May testify or remain silent.

- May question the accuser and/or any witnesses appearing against the student.
- Can present witnesses and/or evidence on own behalf.
- May be present at the accuser's case presentation.
- May appeal to the Provost of the College only if she/he attended the initial hearing and has ground for the appeal as described below.

Hearing Procedures

1. The accused will be called into the Graduate Honor Council room at which time the Graduate Judicial Officer will explain the hearing procedure and state the student's name and the charges being brought against her or him. The accused will be informed that the proceedings will be tape recorded to insure accuracy and for appeal purposes.
2. The accused will be reminded that he/she is bound by the Honor Code and is required to tell the truth and given the opportunity to present his/her case.
3. The accuser will be asked to present her or his account of the incident and to present any witnesses about any matter logically relevant to the charge against the student. The accused has the right to be present during this testimony and can question the accuser or any witnesses without being questioned.
4. After the accuser presents all testimony, the accused has the right to present a defense and to offer testimony and that of any witnesses (maximum of 3).
5. The GJO may limit unproductively long, repetitive, or irrelevant questioning.
6. After the case has been presented, the Council will hold confidential deliberations. A decision will be rendered and the accused will be notified in writing within twenty-four (24) hours of the conclusion of the hearing, typically via fax or email according to the preference of the accused. Students are responsible for checking their mailbox for hearing notifications and completion of sanctions (when applicable).

Note: Students are required to represent themselves. Legal or parental representation is not permissible in Honor Council proceedings or appeal hearings.

Possible Sanctions

Any sanction imposed by the Graduate Honor Council is independent of academic sanctions levied by the course instructor. The following are possible sanctions available to the Graduate Honor Council; others may be used if deemed appropriate by the board.

- **Campus/Community Service** - Performing relevant services for the college or off-campus agencies.
- **Demerits** - A notation that becomes a part of the student's permanent college record. The accumulation of 10 will be grounds for a recommendation for suspension or removal to the Provost of the College.
- **Educational Endeavor** - Completing educational projects relevant to the violation.
- **Fines** - Graduate Honor Council may assess fines (up to \$100) which are appropriate for the violation.
- **Non-Academic Probation** - A period of time, as determined by Graduate Honor Council, during which another Honor Code violation will be subject to further penalty. When a student is placed on non-academic probation, if the student comes before Graduate Honor Council again during the probationary period, any previous violations will be taken into account when assessing a sanction.
- **Removal from the College** - Removal from the College, with loss of visitation privileges for on-campus and College sponsored events, at which time, no refund of fees will be given and full payment of tuition is required to be paid for the current semester. A student may be considered for re-admission if outlined at the time of removal. The Provost of the College may consider re-admission.

- **Suspension** - The immediate or deferred exclusion from classes and other privileges (as set forth in the notice of suspension) for a period of time (one semester/session minimum) at the end of which the student may be considered for re-admission by the Provost of the College. No refund of fees will be given and full tuition is required to be paid for the current semester.
- **Warning** - A written statement to the individual that the individual has violated a college regulation or policy and that repetition of the same offense or any other violation may be cause for more severe disciplinary action. All previous violations will be taken into account when assessing a sanction if a student comes before Graduate Honor Council again during the probationary period.

Appeals

A formal, typed appeal must be presented to the Provost of the College, within 72 hours after the notification of the sanction has been delivered to the student. Appeals will not be accepted in cases where the student has not attended his or her Graduate Honor Council hearing. The student must state the reasons for the appeal and present evidence to support the claim, the verdict (responsible or not responsible), the sanction, or both. The Provost reserves the authority to uphold or amend the sanction or to have Graduate Honor Council and rehear cases when deemed appropriate. In the case of student appeals, the action taken will be administered but can be reversed after the appeal has been heard. Appeal decisions are final.

Grounds for Appeal

The following are the only grounds for appeal regarding Graduate Honor Council cases

- Evidence was not available at the time of the Graduate Honor Council decision but is now available and is directly related to the case.
- The Graduate Honor Council did not follow proper procedure.
- The sanction is extreme in relation to the violation.

Confidentiality

The Graduate Honor Council will maintain confidentiality related to cases and all surrounding circumstances. Hearings are open to relevant parties only as designated by the Provost of the College. All college judicial cases are confidential. Cases, students involved, outcomes, or any related circumstances will not be discussed. Exceptions include relevant persons associated with the case on a need to know basis as defined by the designated College official. Accusers may inquire as to whether or not cases have been processed by Graduate Honor Council, however verdicts remain confidential.

Records

Copies of the official correspondence related to all cases will be placed in the student's permanent file by the Registrar. Student files are kept confidential and released only with an official request (see the FERPA section for more information regarding privacy rights).

Directory

Board of Trustees, 2014-2015

OFFICERS OF THE BOARD

Susan P. Kimmey, Chair
Andrew H. Nations, Chair-elect
Kay B. West, Vice Chair 1
Robert F. Hatcher, Jr., Vice Chair 2
Amy V. Rauls, Vice Chair 3
Hannah L. Allen, Secretary
Richard P. Maier, Treasurer of the College
Ruth Austin Knox, President of the College
T. Alfred Sams, Jr., Past Chair

TRUSTEES (* denotes alumnae trustees)

Hannah L. Allen '80 (2015), Macon, GA
Cynthia H. Autry, ex officio, Carrollton, GA
Julia G. Baldwin (2017), Macon, GA
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Priscilla G. Bornmann '68 (2017)*, Alexandria, VA
Candy C. Burgess (2016), Macon, GA
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Bishop Kenneth H. Carter, Jr., ex officio, Lakeland, FL
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Judy Woodward Gregory '63 (2018), Quincy, FL
Robert F. Hatcher, Jr. (2015), Macon, GA
J. Calvin Hays, Jr. (2017), Macon, GA
Susan Pyeatt Kimmey '71 (2016), Atlanta, GA
Bishop James R. King, ex officio, Macon, GA
Robert E. Knox, Jr. (2015), Thomson, GA
Ruth Austin Knox '75, ex officio, Macon, GA
Margaret T. MacCary (2016), New York, NY
Dennie L. McCrary (2016), Sea Island, GA
Brenda W. McGinn (2017), Smyrna, GA
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Betty N. Mori '58 (2017), Atlanta, GA
Debbie S. Moses '89 (2016), Atlanta, GA
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Elizabeth H. Pickett (2018), Atlanta, GA
Amy V. Rauls (2018), Macon, GA
Bryndis W. Roberts '78 (2017), Atlanta, GA
Thomas Alfred Sams, Jr. (2016), Macon, GA
Marvin R. Schuster (2016), Columbus, GA
J. Daniel Speight (2015), Macon, GA
Susan W. Walker '70 (2017), Franklin, TN
Bishop B. Michael Watson, ex officio, Atlanta, GA
Kay B. West (2016), Byromville, GA
Jennifer Stiles Williams '93, ex officio, Orlando, FL

TRUSTEES EMERITI

William H. Anderson II, Macon, GA
Thomas L. Bass, Macon, GA
Cathy Cox, Young Harris, GA
Andrew H. Heyward, III, Atlanta, GA
Gene A. Hoots, Charlotte, NC
William H. Hurdle, Sr., Macon, GA
Bishop L. Bevel Jones III, Decatur, GA
George W. Mathews, Jr., Atlanta, GA
William M. Matthews, Macon, GA
Samuel A. Nunn, Jr., Atlanta, GA
William W. Oliver, Jr., Macon, GA

Officers of the College

Ruth A. Knox, President of the College
Vivia L. Fowler, Provost/Vice President for Academic Affairs
Richard P. Maier, Vice President for Business and Fiscal Affairs/Treasurer
Patricia M. Gibbs, Vice President for Student Affairs, Dean of Students
Andrea Williford - Vice President for Institutional Advancement
Charles Stephen Farr, Vice President for Enrollment Services

Honorary Degrees Conferred by Wesleyan College

Mary Harris Armor Doctor of Laws (1918)
Mei-ling Soong Chiang '16 (Madame Chiang Kai-Shek) Doctor of Laws (1943)
Chung-ling Soong Sun '13 (Madame Sun Yat-Sen) Doctor of Laws (1943)
E-ling Soong Kung '09 (Madame H. H. Kung) Doctor of Laws (1943)
Dorothy Hinksman Farrar Doctor of Letters (1956)
Ada Fort Doctor of Humane Letters (1958)
Albert Trulock Doctor of Divinity (1958)
Scott Appleby Doctor of Laws (1959)
Elizabeth Bradley Turner Doctor of Humanities (1961)
Doris Onderdonk Jelks Doctor of Music (1964)
James Dickey Doctor of Literature (1971)

Judge Griffin B. Bell Doctor of Laws (1980)
Bishop W. R. Cannon Doctor of Sacred Theology (1980)
Grace L. Hightower '20 Doctor of Humane Letters (1980)
Reginald R. Trice Doctor of Commercial Science (1980)
Teh-Ming Pao Doctor of Humanities (1980)
Linda Anderson Lane '19 Doctor of Fine Arts (1980)
Rt. Hon. Edward Richard George Heath Doctor of Public Administration (1980)
Fredrick Thomas Trotter Doctor of Laws (1981)
Anne Cox Chambers Doctor of Public Service (1982)
Eugenia Rawls '34 Doctor of Fine Arts (1982)
Eleanor Richardson Doctor of Public Service (1983)
Julia Munroe Woodward '34 Doctor of Humane Letters (1984)
Neva Langley Fickling '55 Doctor of Fine Arts (1984)
Boisfeuillet Jones Doctor of Public Service (1984)
Rosalynn S. Carter Doctor of Public Service (1986)
Elizabeth B. Ford Doctor of Public Service (1986)
Senator Samuel A. Nunn, Jr. Doctor of Public Service (1987)
Valeria McCullough Murphey '48 Doctor of Humane Letters (1989)
Elizabeth H. Dole Doctor of Public Service (1990)
Shinichiro Kanai Doctor of Humane Letters (1994)
Linda Harriet Lane Doctor of Fine Arts (1995)
Linda Caldwell Fuller Doctor of Public Service (1996)
Jane Goodall Doctor of Science (2000)
Her Majesty Queen Noor Doctor of Public Service (2001)
The Honorable Toni Jennings '71 Doctor of Public Service (2003)
Nancy C. Panoz Doctor of Commercial Science (2003)
Diane McWhorter Doctor of Literature (2004)
Kathryn Stripling Byer Doctor of Literature (2006)
Randolph W. Thrower Doctor of Laws (2006)
Charlene Payne Kammerer Doctor of Divinity (2007)
Frank Cater Jones Doctor of Laws (2007)
Lovick P. Corn Doctor of Public Service (2009)
Michelle Nunn Doctor of Public Service (2010)
Janice Ann Mays '73 Doctor of Laws (2011)

Presidents of Wesleyan College:

George F. Pierce 1836-1840
William H. Ellison 1840-1851
Edwards H. Myers 1851-1854
Osborne L. Smith 1854-1859
John M. Bonnell 1859-1871
Edward H. Myers 1871-1874
William C. Bass 1874-1894
Edgar H. Rowe 1894-1896
John D. Hammond 1896-1898

William J. Roberts 1898-1903
Dupont Guerry 1903-1909
William N. Ainsworth 1909-1912
Charles R. Jenkins 1912-1920
William F. Quillian 1920-1931
Dice R. Anderson 1931-1941
J. Arthur Moore 1941-1942
N. C. McPherson, Jr. 1942-1946
Silas Johnson 1946-1951
William F. Quillian (Acting) 1951-1952
B. Joseph Martin 1953-1959
W. Earl Strickland 1960-1979
Fred W. Hicks 1979-1983
J. Fredrick Wilson (Acting) 1983-1984
Robert K. Ackerman 1984-1997
Nora Kizer Bell 1997-2002
Ruth A. Knox '75 (Acting) 2002-2003
Ruth A. Knox '75 2003-

Administrative Offices

President of the College - Tate Hall, First Floor

Ruth Austin Knox '75, J.D., President

Emily Jarvis, M.A., Assistant to the President and Coordinator of the Confucius Institute

Denise W. Holloway, A.S., Assistant to the President

I. Academic Affairs:

Provost of the College - Tate Hall, First Floor

Vivia L. Fowler, Ph.D, Provost of the College and Vice President for Academic Affairs

Rejeana Cassidy, A.A, Assistant to the Provost

Registrar of the College - Tate Hall, First Floor

Angie Wright '07, B.A., M.B.A.'10, Registrar

Freda Gaines '10, B.A., M.A. Director of Registrar Services

Paul McCord, B.S., NIT, Assistant Registrar

Institutional Research - Tate Hall

Thelma Dianne Sexton '84, Ph. D., Director of Institutional Research

Academic Center - Learning Commons, Olive Swann Porter

Christy Henry, M.Ed., Assistant Dean of Academic Resources

Gareth Jones, B.A., M.A., Director of Student Success

Lane Center for Service and Leadership

TBA, Director

Center for Creative and Performing Arts - Porter Fine Arts Building

Lisa Sloben '00, B.A., Director of the Center for Creative and Performing Arts

Michael D. McKinney, Technical Director/Stage Manager

Willet Library - Willet Library, Second Floor

Kristina Peavy, M.L.I.S., Director of the Library

Melissa Roberts, M.L.I.S., Cataloging/Public Services Librarian

Rhiannon Bruner, Public Services Assistant

Academic Area Staff

Sandra Baskin, A.A., Academic Support, Business/Economics and Humanities

Elizabeth Ingram, B.A., Academic Support, Music and Theatre

Raycine B. Durham, Academic Support, Fine Arts, Visual

Rebecca Hollon, B.A., Academic Support, History/Political Science, Mathematics, Study Abroad Program, Honors Program

Ashley Crosby, Academic Support, Education and Psychology

Catherine Branham, B.A., Laboratory Coordinator, Science

Kara Alvarez, B.S., Administrative Assistant, Nursing

II. Student Affairs, Athletics, Campus Police, Food Service:**Student Affairs - Huckabee Hall**

Patricia M. Gibbs, M.A., Vice President for Student Affairs, Dean of Students, Director of Athletics

Theresa Abercrombie, Administrative Assistant

Mary E. Berndt, M.S.N., R.N.C.S., F.N.P., Director of Health Services

Ashley Tomlin, M.Ed., Director of Student Activities

Jamie Thames, M.S., LAPC. Director of Student Counseling Services

Rev. William Hurdle, M.Div., Chaplain and Director of Church Relations

Stefanie Swanger, M.A., Director of Residence Life

Debra Williams, M.A., Director of Campus Ministry

Kathleen Crownover, M.A., Director of Career Development

Kathy Malone, Manager, Mathews Fitness Center

Athletic Staff - Porter Gymnasium

Patricia M. Gibbs, M.A., Vice President for Student Affairs, Dean of Students, Director of Athletics

Nicole DiMarzio, M.S., Head Coach, Basketball

Amanda Briscoe, B.S., Athletic Trainer and Compliance Officer

Courtenay Bunn, B.A., Barn Manager

Jessica Meagher, B. A., Head Coach, Equestrian

Paige Hightower, B.S., Head Coach, Soccer

Richard "Dickey" Hightower, B.S., Head Coach, Softball

Orlando Gonzalez, B.S., Associate Director of Athletics and Head Coach, Volleyball

Sara Wilson, M.S., Sports Information Director

Food Service (Aramark) - Porter Building, Anderson Dining Hall

Chris Lockerman, Food Service Director
Estric Joseph, Assistant Food Service Director
Christopher Cossens, Catering Chef
Eddie Hollingsworth, Executive Chef
Annie Alexander, Support Staff
James Brown, Support Staff
Saquettia Brown, Support Staff
Demetrius Coleman, Support Staff
Brian Freeman, Support Staff
Keil Hall, Support Staff
Ron Hill, Support Staff
Drew Kinsual, Support Staff
Tiffany Lesane, Support Staff
John Mitchell, Support Staff
Wayne Scott, Support Staff
Elnora Taylor, Support Staff
Robert Thomas, Support Staff
Jamie Wells, Support Staff
Brittney Williams, Support Staff
Preston Williams, Support Staff
Cheyenne Yakima, Support Staff

Campus Police - Olive Swann Porter Building

Sgt. John Ellison, P.O.S.T. Certified, Police Officer
Joseph Romeo, P.O.S.T. Certified, Police Officer
Sgt. Gerald Smith, P.O.S.T. Certified, Police Officer
Issac Cepeda, P.O.S.T. Certified, Police Officer
Damian Linton, B.S., P.O.S.T. Certified, Auxiliary Police Officer
Jerome Little, P.O.S.T. Certified, Auxiliary Police Officer

III. Enrollment Services and Financial Aid:**Enrollment Services and Nontraditional Admissions - Olive Swann Porter, First Floor****Steve Farr, M.S. Vice President for Enrollment Services**

Leslie B. Goodman, B.A., Director of Admission
Susan Hagemeyer, B.A., Director of Application Records
Mary Ann Steinbach, Prospect Visit Coordinator
Tracy Tilley, '89, B.A., Admission Counselor/Alumnae Representative
Marissa Arnold, B.A., Admission Counselor
Lindsay Culpepper, B.A., Admission Counselor
Jennifer Eadie, B.A., Admission Counselor
Gabriel Wagner, B.A., Admission Counselor
Marissa Wolff, B.A., Admission Counselor

Nontraditional Admissions (M.Ed., Encore, Evening, Off-Campus) - Olive Swann Porter, First Floor

Pam Huber, B.S., Nontraditional Admission Counselor

Karen Kitchens '05, B.A., Retention and Student Advocacy Coordinator (Taylor Hall, First Floor)

EMBA Admissions - Taylor Hall, First Floor

Stacie Barrett '06, M.B.A., EMBA Program Manager

Financial Aid - Tate Hall, First Floor

Danielle Lodge, B.A., Director of Financial Aid

Stephen Purvis, M.A., Assistant Director of Financial Aid

Lindsay Hubbard, B.A., Financial Aid Counselor

Daniel Miller, B.A., Financial Aid Assistant/Work Study Manager

IV. Institutional Advancement, Communications, and Alumnae Affairs:**Institutional Advancement - Candler Building, First Floor****Andrea Williford, B.A., Vice President for Institutional Advancement**

Susan Allen, B.A., Senior Director of Development

Millie Hudson '75, B.A., M.Ed., Director of Development

Director of Annual Giving

Kim Casebeer, B.A., M.S., Director of Foundation Relations & Donor Stewardship

Debbie Smith '76, B.A., Director of Special Projects & Grants Coordinator

Julie Jones, B.S., Director of Advancement Services

Monty Martin, Data Services Specialist

Executive Administrative Assistant to the Vice President for Institutional Advancement

Communications - Porter Building, Barracks

Mary Ann Howard, B.A., Director of Communications

Brandi Vorhees, B.S., Art Director

Alumnae Affairs

Cathy C. Snow '71, B.A., Director, Alumnae Affairs (Classes of 1928-1979) Candler Building, Second Floor

Director, Alumnae Affairs (Classes of 1980-2012) Porter Building, Barracks

V. Business and Fiscal Affairs:**Business Office - Tate Hall, First Floor****Richard P. Maier, B.S., Vice President for Fiscal Affairs**

Dawn Nash '07, MBA, Associate Vice President & Controller

Quintress Hollis, M.Acc., M.Ed., Fiscal Compliance Officer

Dotty Morgan, Accounts Payable Coordinator

Lori Pointer, Student Accounts Coordinator

Danise Bennett '11, B.A., Payroll Coordinator

Carrie Gonzalez, M.S., Student Debt Management Counselor

Human Resources - Tate Hall, First Floor

Meagon Davis, B.B.A., Director of Human Resources

Computer and Information Resources - Olive Swann Porter Building, Barracks**Kevin Ulshafer, M.M.I.S., Director of Computer and Information Resources**

Jan Tedders '08, B.S.B.A., Systems Administrator

Chad Astin, A.A., Network Administrator

Sergey Chernokov, M.M.I.S., Applications Support Specialist

Russell Davis, B.S., B.B.A., Support Specialist II

Rick Tran, Support Specialist I

Facilities - Physical Plant Building**Kelly Bledsoe, Director of Facilities**

Charles W. Pitts, Physical Plant Staff

Troy Lawson, Physical Plant Staff

Jack Callaway, Physical Plant Staff

William Pointer, Physical Plant Staff

Billy Robinson, Physical Plant Staff

James Fleenor, Physical Plant Staff

Sam Gandy, Physical Plant Staff

Auxiliary Services - Olive Swann Porter Building, Ground Floor**Hannah Doan, B.A., Assistant Director of Auxiliary Services, Director of Wesleyan Market****Wesleyan College Alumnae Association**

Wesleyan's first class graduated in 1840, four years after the College was chartered. Just as the College was the world's *first* to grant a baccalaureate degree to a woman, the Wesleyan College Alumnae Association, organized on July 11, 1859, was the world's *first* alumnae association. All former Wesleyan students who have earned thirty or more semester hours at the College - whether or not they have graduated - are considered members of the Association.

Today, the Association is governed by the Board of Managers. Three alumnae trustees represent the Association on the Wesleyan Board of Trustees. The Association promotes alumnae engagement with the College by providing volunteer, social, and learning opportunities. Through e-communications and the publication of the *Wesleyan Magazine*, nearly 9,000 alumnae are kept informed of the activities and achievements of Wesleyan College alumnae.

"To contribute to the strength and prosperity of our Alma Mater" - an objective stated in the Association's first constitution - expresses the continuing commitment of resources, both human and financial, to maintain Wesleyan's unique heritage and to ensure the continuing success of Wesleyan College.

ALUMNAE BOARD OF MANAGERS 2012-2015 PRESIDENT

Ashley Garrett '90, A.B.; M.A.

Athens, GA

PRESIDENT ELECT

Melanie Filson Lewis '93, A.B.

Fayetteville, GA

VICE PRESIDENT FOR DEVELOPMENT

Jan M. Lawrence '80, A.B.; M.Div

Oakton, VA

VICE PRESIDENT FOR ADMISSION

Lucy Guy '09, A.B, EMBA

Dublin, GA

VICE PRESIDENT FOR EDUCATIONAL ENRICHMENT

Jane Price Claxton '68, A.B.; M.Ed.

Macon, GA

VICE PRESIDENT FOR PUBLICATIONS & PUBLIC RELATIONS

Abbie Smoak Lacienski '01, A.B, M. Ed.

Statesboro, GA

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Smyrna, GA

TREASURER

Lynn Moses '77, A.B.

Macon, GA

ALUMNAE TRUSTEES

2011-2015

Glennnda Kingry Elliott '65, A.B.; M.F.S.

Macon, GA

2013-2017

Pris Gautier Bornmann '68, B.S.; MA; Ph.D

Alexandria, VA

2014-2018

Beverly F. Mitchell '68, BS; MA; Ph.D.

Woodstock, GA

MEMBER-AT-LARGE FOR:

NOMINATIONS

Carol Bacon Kelso '73, A.B.

Thomasville, GA

STUDENT RELATIONS

Sherrie N. Randall '03, A.B.

College Park, GA

ALUMNAE WEEKEND

Rita Parker McGarity '75, A.B.; M.Ed.

McDonough, GA

PAST PRESIDENT

Susan Woodward Walker '70, A.B.; M.S.

Franklin, TN

Alumnae Director (Classes of 1929 through 1979)

Cathy Coxey Snow '71, A.B.

Macon, GA

Alumnae Director (Classes of 1980 through 2014)

TBA, Director

Faculty 2014-2015

Ruth A. Knox '75 , President of the College. A.B., Wesleyan College; J.D., University of Georgia School of Law.

Vivia L. Fowler , Provost of the College and Vice President for Academic Affairs. B.A., Columbia College; M.A., Lutheran Theological Southern Seminary; Ph.D., University of South Carolina.

Dennis La Delbert Applebee , Professor of Art. A.A., Illinois Valley Community College; B.F.A., Illinois State University; M.F.A., Ohio State University.

Helen Elizabeth Bailey , Professor of Art. B.F.A., M.F.A., Ph.D., University of Georgia.

Charles John Benesh , Associate Professor of Physics. B.S., Massachusetts Institute of Technology; Ph.D., University of Washington.

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Errata

Effective Fall 2014, revisions to the Catalogue may be made per semester for these reasons: course title changes, editorial course/description changes, and prerequisites. In addition, changes to academic policies may be made. However, degree requirements may only be made once a year.

1. Programs for Academic Enrichment
 - a. Convocations: Statement added to Procedures for Student Requirements: #4. "Students admitted to the Bachelor of Science in Nursing program must attend a minimum of 4 convocations per semester, at least 2 of which are All-Campus convocations."
 - b. Senior Honors: summa cum laude requirement #2 changed from completes at least 90 hours to "completes at least 60 hours".
 - c. Senior Honors: phrase eliminated from summa, magna and cum laude #2 requirement: "to include the final 30 semester hours taken at Wesleyan College."
 - d. Senior Honors: sentence deleted: "Students may not graduate with honors if they have elected a credit/no credit option in graded courses."
2. Bachelor of Arts: sentence in item IV edited to include "(unless prior approval is granted by the Registrar)".
3. Accounting: ACC 452 moved from required course in area V to optional course in area IV; required hours in areas IV and V adjusted accordingly.
4. Art History: ARH/WST 354 cross-listing added.
5. Asian Studies: course descriptions added.
6. Business Administration: BUS 452 no longer required in area V.
7. Education:
 - a. Added statement regarding lab requirement for some courses to electives list.
 - b. Changed EDU 278 to MUS 278 in professional development course list (section II).
8. English: ENG 337 is American seminar, not British.
9. Health and Physical Education: Added HPE 127.
10. History: HIS 367 cross-listing note missing (WST 367).
11. Honors: HON courses removed.
12. Music:
 - a. Corrected misspellings in statement below Voice Emphasis Track.
 - b. Removed cross-listing note from MUS 278.
 - c. Inserted "instrument" in MUS 471 prerequisite statement.
13. Political Science: POL 348 course description moved from "other" to "General Education" courses; noted as "Synthesizing" General Education course in description.
14. Theatre:
 - a. Added "Repeatable for a maximum of 4 hours" to THE 107, 250, 354.
 - b. THE 102 course title changed to Performance and U.S. Culture.
15. Master of Education: Added note to EDU 540: "5 hours required, repeatable with variable credit".

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